

## PERSONAL COLUMN

I wrote last month of Martin Wilson, secretary for education in Shropshire from 1936 to 1965. A reader has kindly sent me a copy of Wilson's *Epoch in English Education*, a memoir, written in 1984, of his time in educational administration. He said approvingly of the 1944 Act: "The country needed, and was ready for, a clearer definition of, and insistence on, national policies, a firmer guarantee of diversified opportunity, an uncompromising statement of minimum standards".

This sounds familiar. Yet there is much heady talk of a great new Education Bill. Kenneth Baker spoke on April 1 of "our great reform bill on education after the election". And the assorted promises made by the Labour Party, the Liberals and the SDP would also require major legislation.

Most politicians like to make laws. I hope they will pause. Napoleon said that constitutions should be short and obscure. More than one chief education officer told me, in my time at the Department of Education and Science, that the great virtue of the 1944 Act, for all its length, was its ambiguity – flexibility in the modern jargon. There was nothing in it to require, or forbid, grammar or comprehensive schools, French or German, streaming or family grouping.

R A Butler himself was modest. In his autobiography *The Art of the Possible* he wrote: "The Act of 1944... affords a classic example of what Dicey called our inveterate prejudice for fragmentary and gradual legislation. It did not, as some would have wished, sweep the board clean of existing institutions in order to start afresh".

The 1944 Act has been amended in detail many times – so often that a Consolidation Act, whose preparation could keep the lawyers happy for years, is seriously overdue. There are some gaps and obscurities: its sections empowering or requiring local education authorities to provide post-school education need spring-cleaning when control of the polytechnics and other higher education colleges goes to the centre.

But the administrative structure – which really goes back to 1902 – is still sound. And what Secretary of State could ask for more than the ringing words of Section 1, which requires him to promote the education of the people and to secure the effective execution



RICHARD JAMESON

## Home truths

Too many in education treat parents as an alien force, at best to be humoured, at worst kept at bay

of national policy by local authorities "under his control and direction".

Section 68 gives him power (used effectively by Kenneth Baker against Brent) to direct I.e.s. that act unreasonably, and under Section 99 he can secure the backing of the courts for his directions. No comparable Act gives such reserve powers to the centre.

There is a more important issue for the next Parliament than new educational legislation. In this column last month I also wrote, with some optimism, of the ability of I.e.s. to withstand the political threats from left and right. At a recent seminar on the public image of education, I was struck again by the less dramatic, but more insidious, dangers from within the service itself.

Michael Clarke, the director of the Local Government Training Board, spoke tellingly of the bureaucratic and professional barriers to public understanding and access to the service. He was replying obliquely to John Tomlinson, who had earlier derided the notion of market forces applied to education and had criticized recent statutory requirements – publication of examination results, annual meetings of parents, enhanced responsibilities for governors and so on – which he saw as malign symptoms of those forces.

The audience, mainly of education officers, preferred Tomlinson's line. When one

member asked plaintively how best to meet the criticism of schools from industry, politicians and the popular press, he seemed surprised at an outsider's reply: "Involve the parents and get them on your side."

Too many in education, teachers and administrators alike, treat parents as an alien force, at best to be humoured, at worst kept at bay. Yet services exist for their customers, not for the professionals – a statement of the blindingly obvious as true of education as of the health service.

Michael Heseltine, in his recent book *Where There's a Will*, says flatly: "I see no need to change the basic structure of our education system." But he argues that, just as central government must take greater responsibility for national standards, so more authority must be vested in school governing bodies.

He wants to go rather further than the 1986 Act (which gives equality of numbers to parent governors and to those appointed by the I.e.s.) by ensuring that parents' elected representatives comprise the largest single group of governors, though not a majority.

So long as the management of the system remains, as it should, with the I.e.s., the precise number of parent governors is not important. But some will object that, because parents' power has become a political slogan, any further strengthening of their role will be dangerous. That is surely to take

a blinkered view of their influence.

Nearly all recent opinion polls indicate that a majority of the electorate, most of whom are parents, would like to see more money spent on public services, including education, in preference to tax cuts. It is parental support for the service that has encouraged I.e.s. to increase their spending on education by 5 per cent in real terms since 1979 – despite a fall of well over 10 per cent in the school population, and a government which, until a year ago – and especially when Michael Heseltine, then no friend of education, was Environment Secretary – was to cut.

By chance, on the day before the annual HM Inspectorate published a report on homework, based on a study of more than 250 schools. The conclusion was that, properly organized, it had a valuable contribution to make to education. And, as a polite kick in the teeth for some of the professionals, the inspectors noted that the desire of parents to take a continuing interest in their children's work is far more widespread than schools generally acknowledge.

Those words should be printed in the minds, and perhaps on the walls, of every headteacher and every education officer, and along the corridors of the DES and the Palace of Westminster.

### NEXT WEEK

Union view

TES staff report from the Easter conferences of the NUT and the NAS/UIT

From Warnock to GRIST

Professor Peter Mittler warns that the dramatic loss of full-time students under the new in-service arrangements threatens to destroy special needs departments in higher education

Homework hotline

Help for the disadvantaged is just a phone call away

Chinese profiles

Jonathan Minsky on the way journalists look at China

Extra: Economics and business books

### NOTICEBOARD

#### PEOPLE...

Mr Alan Moys, deputy director of the Centre for Information on Language Teaching and Research, to be director, on the retirement of Dr John Trim.  
Dr Judith McClure, assistant head and director of studies at Kingswood School, Bath, to be head of the Royal School, Bath.  
Mr Peter Maher is the new head of Harold Hill community school in the London Borough of Havering. He was formerly deputy head of Langdon School in the London Borough of Newham.  
Mrs J. Kelley, deputy head of Englefield county first school, Surrey, to be head of Orleans Infants' school, Twickenham.  
Mrs Vanessa Clough, head of Haleswood school, Woking, to be head of the British School, Manila, Philippines, from September.

#### CONFERENCES...

April 22-24  
Catholic Teachers' Federation conference at St Mary's College, Strawberry Hill, London, with Tony Smith, ILEA chief inspector, on the 1986 Education Act and the voluntary aided sector, and Mr David Ames, MP for Bexhill, on Catholic social action. Details from Miss M. Dunne, 46 Thornley Grove, Minworth, Sutton Coldfield, West Midlands.  
April 22-24  
Educational Institute of Design, Craft and Technology conference at Trent Polytechnic, details from the Administrator, EDC, 34 Bruton Street, Mellow Mowbray, Leicestershire LE13 1AF.

April 23-24  
Management and staff development in design and technology at Warwick University. Speakers include Professor Michael Harland, Professor John Eggleston, and Brian Oppenheim. Details from Martin Patterson, 3 Coachman's Walk, Colton, nr Rugby, Staffordshire WS15 3LN.  
May 6 and 9  
Two conferences organized by the Royal National Institute for the Blind. The first is on the role of the support team in the integration of visually handicapped pupils, at Leeds University, and the second, on the development of independence in visually handicapped adolescents, is at Henshaw's School, Harrogate. Fee for each £20. Details from the Administrator, RNIB, 13 Warwick New Road, Leamington Spa CV32 5JB. Tel 0226 25921.

May 9  
Environmental education working party of the Geographical Association one-day conference in Telford on the theme of *Lightfoot* – a new kind of neighbourhood for teachers, students and planners using education for neighbourhood change resource materials. Details from John Turley, Geography Department, North East Wales Institute of Higher Education, Carlelle College, Cefn Road, Wrexham, Chwyd.

#### EVENTS...

April 25  
Teacher professionalism: teachers' work in the 1980s organized by the British Educational Research Association at the Open University, Milton Keynes. Workshops on

policy changes and teachers' work. Details from Jenny O'zga or Caroline Fawcett on 0908 653703.  
Until April 26  
The Southwark Shakespeare Festival at the Shakespeare Globe Museum: a variety of performances, exhibitions, talks and entertainments. Details from the Theatre Club, Bear Gardens, Bankside, London SE1.  
May 7  
The Helen Pease memorial lecture at Tring village college on *Henry Morris and the 21st century* by Andrew Fairbairn will take place on May 7 and not April 24 as previously announced.

May 9  
Parent governors' training day for Harrow governors at Harrow Teachers' Centre, Wilson Gardens, West Harrow, organized by the National Association of Governors and Managers and the Harrow Association of Parent Governors. Details from David Hough, 86 Parkfield Avenue, Harrow HA2 6NP.

#### COURSES...

April 27-29  
Action on assessment for BTEC for college co-ordinators, course tutors and other senior staff at Ladbroke Hotel, Leyland, Preston. Details from the Registrar, Further Education Staff College, Coombe Lodge, Basingdon, Basingdon.  
From April 29  
Young people, drugs and solvents: a series of five seminars for those who work with older children and teenagers, organized by the National Children's Bureau. The first will be on the context of drug

use by young people. Details from NCB, 8 Watkley Street, London EC1V 7QE.  
From April 30  
Teaching Chinese studies for teachers, lecturers, community and social workers at University of Manchester department of education – nine Tuesday evenings, 6.30pm-8.30pm. Fee £38. Details from Mrs M. Boardman, Centre for the In-service Education of Teachers, The University, Manchester M13 9PL.

May 6  
GCSE: the implications for school library resources organized by the Library Association. Speakers include Paul Scruton, Peter Burke, Tony Elder, Nigel Akers and David West. Fee £45 (members £38). Details from the Continuing Education Department, The Library Association, 7 Ridgmount Street, London WC1E 7AE.

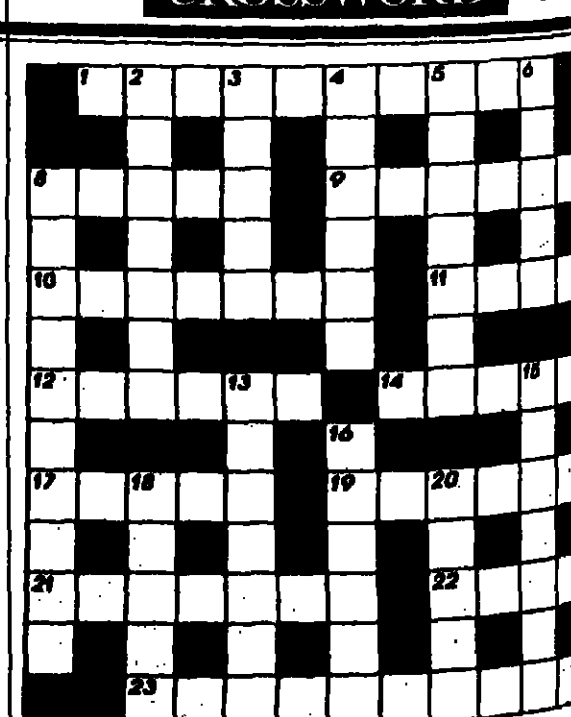
#### INFORMATION...

Westwood High School, Jamaica A foundation to give financial support to Westwood high school in Stewart Town, Jamaica, was launched last month. Any former students or teachers who would like more details or to contribute to the fund should write to the present headteacher, Miss E. Whiteman at the school.

#### ANNIVERSARY

The John Hampden CP school, in Thame, Oxfordshire, originally the Thame Royal British School, will be celebrating its 150th anniversary with a festival on June 22-27. Former staff and pupils are invited to take part. Details from the Acting Head, Miss Lesley Williams, Park Street, Thame, Oxfordshire OX9 3HL.

### No 301 CROSSWORD by Ruth



#### ACROSS

- 1 It may be a tiny girl's reason for not singing (10)
- 2 Love an acronym to work out (5)
- 3 A help or a hindrance in the works (7)
- 4 A game to cut short (7)
- 5 Mind about the mid-afternoon drift (5)
- 6 He is upset by detail (6)
- 7 A sweet little thing (5)
- 8 A deal with America for plant (5)
- 9 Drug one is made to experience (7)
- 10 Site's destroyed (5)
- 11 Joyous character (7)
- 12 Fetch a note round (5)
- 13 Furies involved in strip-tease (10)
- 14 A new role in flight control (7)
- 15 Give in return (5)
- 16 Effusive oil-producer (6)
- 17 Area of land or what is needed to cultivate (7)
- 18 After CSE? (5)
- 19 Early form of rock music (6,4)
- 20 Describing a school at play (10)
- 21 Rough sea, upsurge (7)

#### DOWN

- 1 A good man in a meeting (7)
- 2 A good man in a meeting (7)
- 3 A good man in a meeting (7)
- 4 A good man in a meeting (7)
- 5 A good man in a meeting (7)
- 6 A good man in a meeting (7)
- 7 A good man in a meeting (7)
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- 21 A good man in a meeting (7)

# Educational Supplement

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A word in your ear: Bob Richardson, outgoing NUT president (left) talks to the union's deputy general secretary, Doug McAvoy, during a debate at this week's conference. Meanwhile, Dr Bill Stubbs, education officer of the ILA, takes a breather to play in a golfing tournament organized by The TES to coincide with the conference. Picture, page 6.

## New pay Act 'breaks world labour laws'

By Jeremy Sutcliffe and James Meikle

The Government is expected to be told next month that its removal of teachers' bargaining rights breaches international labour conventions.

Hopes are high among senior officials of the National Union of Teachers that the finding could significantly boost their campaign against the move possibly during a general election campaign.

Dr Joseph Hootch, the president of the World Confederation of Organizations of the Teaching Profession, condemned that a complaint had been made against the ban and would be heard by the International Labour Organization between May 25 and 28.

Because the Government is a signatory to the ILO charter, which upholds collective bargaining rights, ministers would be considerably embarrassed if a decision were to be made, as expected, against the new Teachers' Pay and Conditions Act. Under Clause 90 of the ILO convention, the rights of teachers to collective bargaining are set out, said Dr Hootch. The Government was violating that clause.

Both the NUT and the National Association of Schoolmasters/Union of Women Teachers vowed at their joint conferences this week to continue their campaign of selective protest against the loss of negotiating rights.

Guidelines on how to keep strictly to the new contract imposed by the Education Secretary are being issued to members. Mr Kenneth Baker attacked the work-to-rule decision, saying: "Clock-watching fits very ill with people who claim to be professionals."

Meanwhile, Labour education authority leaders delivered a setback to the campaign when they rejected an NUT conference plea not to punish teachers who broke imposed conditions of service.

The union asked employers to refuse to take disciplinary action – on the same day it voted against absolute defiance of the law and to follow instead a rigid work-to-contract.

But Mr John Pearman, the employers' chief negotiator during last year's ill-fated pay talks, said: "We are not going to break the law. It would be foolish to say either we should or we would. But the law is unworkable."

However, he offered the teachers new talks aimed at improving the contract by reducing class sizes.

Usher teachers have negotiated a deal which would leave them better off than the Baker package – and retains their negotiating rights, writes Carmel McQuaid.

They will get a more generous arrangement on covering for absent colleagues, as well as the 16.4 per cent two-stage salary increase paid in England and Wales.

Nursery units and schools with one to three teachers would be entitled to employ supply or substitute staff from the first day of a colleague's absence. Schools with fewer than 22 pupils would be entitled to cover on a second day's absence or from the first day in the case of a planned absence agreed by the employer.

In other schools cover will be guaranteed after two days, or from the first day if the absence is planned and approved.

A ballot on the offer is to be conducted but, if rejected, the Baker package would be imposed.

Some schools may not be able to fit all the activities and duties required under the Teachers' Pay and Conditions Act into the time allotted without significant change. Essex education officers have warned.

A report to councillors said: "It may be necessary to move to a narrower band of school session times in order to ensure an appropriate balance of the length of the pupil/teaching day with the other teacher activities throughout the year."

## HMI solace for Brent

by Barry Huggill

The much publicized anti-racist policy of the Labour-controlled Brent Council has "widespread support" in the schools and the community, according to an HMI report to be published next Tuesday.

The inspectors say there is "no evidence" that the quality of school work has deteriorated or that the curriculum has been distorted as a result of the policy.

The anti-racist, anti-sexist strategy has "had a generally helpful effect on work in classrooms", says the report.

It was commissioned by Mr Kenneth Baker, the Education Secretary, following the council's suspension of Miss Maureen McGoldrick, an infant school head, for allegedly making a racist remark to a council official.

Mr Baker was concerned not only at

the suspension of Miss McGoldrick but at the appointment of a special team of race advisers to work with classroom teachers.

The inspectors criticize the authority for its poor management of falling rolls. They also point to poor morale in primary schools and to indiscipline in the classroom, especially at the Frank Wyth Special School.

Brent officials responsible for the anti-racist policy will be delighted with the report. They have been expecting a critical response from HMI.

Miss McGoldrick, in Eastbourne for the NUT annual conference, welcomed the report. "I am very pleased that the anti-racist policy has been cleared. That is good news, it is very important to teachers."

## Baker to replace Butler

A re-elected Conservative government would scrap the 1944 Education Act and replace it with new legislation. The Butler Act, as it is commonly known, would be superseded by the Baker Act of 1988.

The new Act would in part "tidy up" the plethora of existing legislation – subsuming the 1980, '81 and '86 Acts into one.

It would also contain sections on the core curriculum and would enshrine in law the right of heads and governors to control school budgets – as already

pledged by the Education Secretary. But a further section would deal with the role of local authorities in the management of schools.

Mr Baker is currently discussing with Mrs Thatcher a number of options for curtailing the already diminished power of local authorities.

The Secretary of State is also considering the future of the Inner London Education Authority – which has few friends in Cabinet and looks to be a candidate for abolition.

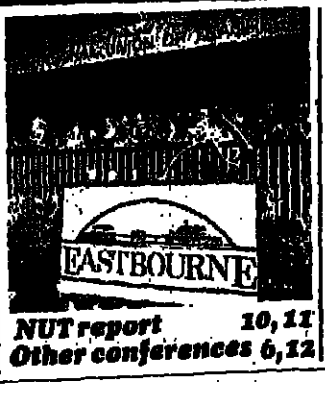
Baker's legislative juggernaut, page 5

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Warnock to Grist



NUT report Other conferences 6, 12



Homework hotline



Laughter in the dark



EXTRA: Economics & Business Books 25-30



## Oh, to be in England now...

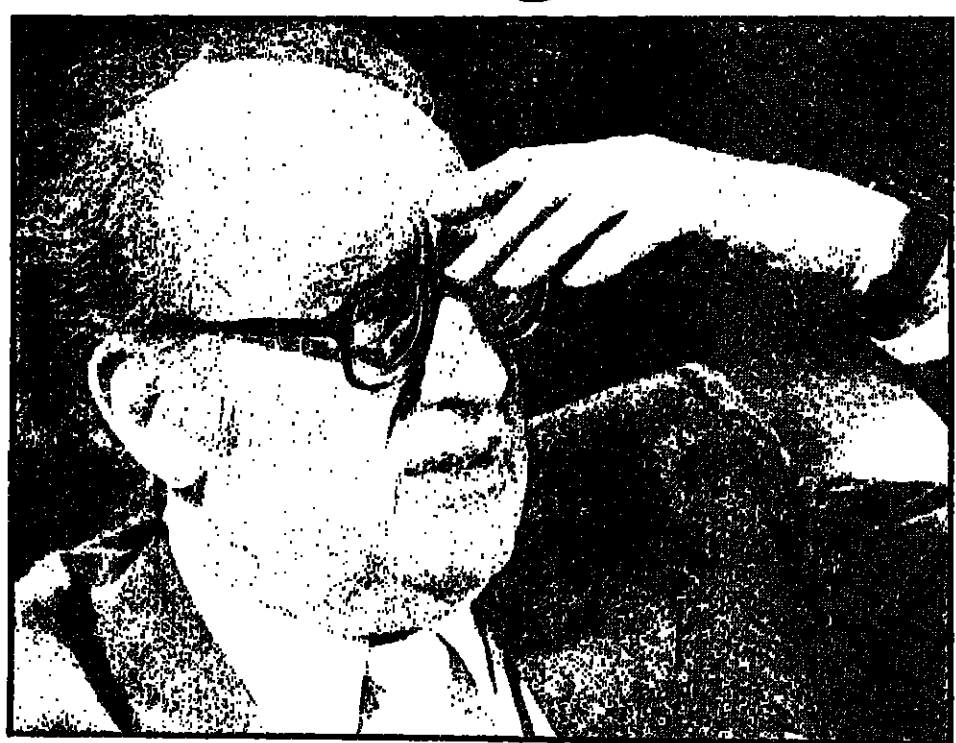
It would be pleasant to think that teachers' unions choose Easter for their annual conferences because they promise resurrection and renewal. Unfortunately, the custom seems part of an older rite of spring which bids farewell to winter with an outburst of anger and breast-beating. This year, more than most, the major unions have come together to call down curses on the Secretary of State for Education and Science and vent their indignation with threats of industrial inaction.

Everything seems to be going according to expectation. The unions have been painted into a corner by Mr Kenneth Baker. When the Government decided to make the release of funds to pay the teachers' salary increase conditional on the withdrawal of all pay negotiating rights, it wrote the scenario which is now being acted out. The Government was greedy. It not only wanted to impose its own pay settlement; it also wanted to rob the teachers' noses in it - to treat the teachers to the first instalment of the tough line now in store for all the public sector unions. The teachers looked like a soft target. They were divided, tired, frustrated, unimaginatively led, and now to be confronted by a skilled politician with great gifts for popular presentation.

The calculation has gone wrong. However it may have seemed to a dyspeptic Cabinet committee when it had to decide what to do back in November 1986, there is no way in which the teachers' unions could be expected to take Mr Baker's high-handed action lying down. At Ensburne and Bournemouth they have been spelling out, bit by bit, the kind of long-drawn-out campaign which Mr Baker and his colleagues now have on their hands.

It is all deeply deplorable. Pupils and students will suffer in the process. Some of the blame for this will fall on the teachers, whose own professional self-respect must suffer. But there is no doubt where the main responsibility lies: with a Government which went Over The Top by taking away teachers' basic rights.

One of Mr Baker's more remarkable achievements is to bring about close and effective co-operation between the NUT and the NAS/ UWT. The two unions have worked out common policies with regard to the new contract. Mr Baker and the local authorities, who between them have imposed this rule-book, will now find out what happens when the teachers work to it. The new contract doesn't come into force till August, so the joint action - clock-watchers anonymous - won't apply till the autumn term. But there will need to be discussions at local level before then and presumably these will take place in an atmosphere of frigid formality or enthusiasm.



Room full of views: the NUT's Fred Jarvis scans the Eastbourne conference hall

astically unhelpfulness. Again, this looks like a prescription for a travesty of professionalism, a deliberate exploitation of the letter of the law to frustrate all that is best in good schooling. It threatens to change the very nature of the job - to take out of it its most rewarding features - and there must be a very real danger that if teachers enter too wholeheartedly into this bloody-minded nit-picking it will do permanent damage to teaching as a profession. Mr Baker has it in his power to prevent this, but only if he is flexible and imaginative enough to find a path back from the precipice.

Working-to-rule has all along looked like the teachers' ultimate tactic. But they, like Mr Baker, will also have to carry their argument at the bar of public opinion. If working-to-rule impinges directly on pupils and parents, then Mr Baker will not hesitate to say: "There - see what these awful teachers are like. Of course we had to sort them out". If, on the other hand, the only effects of working-to-rule are internal - making the lives of heads more difficult and indirectly upsetting the local authorities - Mr Baker could sweat it out without too much difficulty. What would go by the board would be his own advertised "reforms". The NUT left-wing succeeded in beefing up the

programme put forward by the executive committee by committing the union's leaders to all-out opposition to the national curriculum and Mr Baker's promised benchmarks at 7, 11 and 14. It is the benchmarks which arouse the greatest outright hostility and these in turn depend on a national curriculum. The Left clearly sees this in tactical terms - a public way of registering the extremity of their views.

There is a lot of argument to be aired yet on the subject of benchmarks. The case for a clearer definition of the common core of the curriculum is much more widely shared than the case for more formal tests. Mr Baker has decided to plump for benchmarks without doing any of the necessary homework. Let alone talking in any sort of humility with those whose first-hand knowledge is much greater than his. Matthew Arnold's condemnation of the Revised Code may be more than 100 years old but the evidence he adduced cannot be wished away by a Secretary of State without any serious consultation or discussion with professional teachers or local education administrators.

The opposition by the NUT, therefore, has to be taken very seriously, even if the particular spur

which has brought the Eastbourne resolution political.

If the Minister of Health decided to interfere in the clinical treatment of patients by ordering doctors to give all patients a set of two specified ages - a blood test for the 30-year-olds and a test of blood-pressure for the 45s, a card test for the 60-year-olds - nobody would be surprised if the doctors, through the BMA, turned round and told him to mind his own business. It would be at all surprising if the teachers take a similar line. Mr Baker is seeking to intervene directly in the process of teaching - about which he knows very little - and in doing so, change the teachers' attitude to the whole of their teaching programme, before and after the test. This is something to be accepted in the run-up to an election, without argument or discussion, because a fluent populist Secretary of State is so.

In any case, it would be much better to encourage these ideas to be explored in a more open way where consultation takes place as a matter of course, and it is possible to ensure that the resources are kept in the forefront of discussion alongside those of tests and tests.

It is one of the less fortunate consequences of Mr Baker's action on salary negotiations, that plans for benchmarks cannot be discussed on their merits but are bound, as in this move, to be caught up in the linkage of contentious issues by which the unions will seek to play him. But that's the way Mr Baker has chosen to play it, and there's nobody for him to blame himself and his colleagues.

With the prospect of a June election, everybody's mind, Mr Giles Radice popped a fringe meeting to urge the unions to protest action on ice till after the election, to give Labour a clear run. He got about from Fred Jarvis who pointed out that teachers' unions were not concerned with Labour but getting their own message across.

In fact, the Radice initiative was ill-judged. Of course the teachers' unions think carefully about suspending their work during the weeks of the election campaign. Thoughts had passed through many of the Teachers' strikes during an election campaign might well be counter-productive - it strikes themselves, whatever they might be any particular opposition party. All the intervention did was to make suddenly strikes more difficult for the unions to do. Mr Baker rounding on them and accusing them of being Labour's puppets. Unfortunately, Radice obviously hadn't thought it through. All he got was the dusty answer he deserves.

### SECOND OPINION

## A dangerous dash to totalitarianism

The latest announcement by Kenneth Baker to legislate a national curriculum is as dangerous as it is breathtaking.

Its danger can be seen in the other examples of a legislated national curriculum. They have almost all been in totalitarian regimes of east and west: Hitler and Napoleon spring to mind, but there are others and of course it may be argued that the French nation is now different and may have benefited from the central imposition of the national curriculum. Evidently, the French themselves don't think so and they're now trying to unlock their depressingly ineffective system. The simple fact, for example, that one Cambridge college has produced more Nobel prize-winners than the whole of the French nation lends a sense of urgency to their reform.

A nationally-imposed curriculum, however, seems to fly in the face of the Education Act 1986, which has only recently been passed and given control of the curriculum to governors, parents and headteachers. The heads will choose when there is a conflict be-

tween the local education authority's policy and that of the governors, although they are required to consult the chief officer of police. (I don't think many parents know that!) Within three months, however, the Secretary of State, without removing the need for police consultation, seems to be overturning this. He's making a habit of doing that so far as education is concerned. For example, over Aids education he has issued a letter telling schools that although the 1986 Act says the governors shall decide if and what sex education should be taught in schools, he expects them to decide to have some sex education and it must include information about Aids.

It is as though this Government has completely forgotten the attention it's given to the curriculum during the period of its office. It's issued more directives, passed more laws and given more advice than any in the past 100 years. Only in 1981 it issued a policy on the curriculum and followed it two years later with a detailed one for science. Is the minister admitting that all that was mistaken? It's the wildest stuff.

The latest announcement about the means of assessing the curriculum through test stages at ages 7, 11 and 14 shows Kenneth Baker as a man with no sense of science or history. The scientific method demands evidence to back propositions. Where is the evidence that national tests at 7, 11 and 14 will improve performance? People, especially parents, should know that on the contrary the evidence suggests tests will depress performance and ensure a dull uniformity with teachers concentrating on the average or at that point where their own effective teaching will be judged.

Good schools will be depressed, poor schools will settle for depressing the test - just as happened in the "Payment by results" period in the last century when Her Majesty's Inspectors noted the "illusion" of progress as children learnt by rote from the set books and were trained to perform the sequence proceeds at the pace of the class at the back of the convoy. Children who aimed for excellence - if a musician, Yehudi Menuhin, a scientist, Einstein, or a footballer, Bobby

Charlton - will now settle for the comfort of comparisons with the average in their age groups. Moreover, if the tests are designed to suit children of different aptitudes - and there is no evidence yet of how that will be done other than a promise from Kenneth Baker that "the best brains in the country" will be set to the task - children of 7 and 11 will be labelled failures with all the consequences that has for disaffection, alienation and despair. All the present secondary school problems of control and compulsion will be redoubled.

Now there is a simple and far less costly alternative. It involves each school setting out its curriculum policy and a detailed map of progress for each and every child which is reviewed rigorously each year by child, parent and teacher. The local education authority should review each school's curriculum plan every five years or more frequently if the school is giving cause for concern. A national government should do the same with I.E.S.s. Maybe that's too simple or requires government to face up to those ideas with which it disagrees. But it is good

management and cheaper. For a country that has half as much on pet food as the primary education, that surely is important. The Government's basic educational initiatives will be good canine obedience, but will be too developing adults who are confident, unafraid and autonomous. Let us see what it appears, namely a puppet election gimmick designed to draw attention from the starvation of state education system over the few years.

Tim Brighouse is chief education officer for Oxfordshire.

NO COMMENT

"The AIB, BIC and EIB... will be defined using the same... reading candidates... From Oxford Delegation... for GCE Advanced Level...

## Move to have YTS expert in every secondary

by Jeremy Sutcliffe

A plan to put a Youth Training Scheme expert - a teacher - in every secondary school has been announced by Mr Bryan Nicholson, the chairman of the Manpower Services Commission.

The MSC and the Department of Education and Science have agreed to give teachers first-hand experience of the two-year scheme by offering them the chance to work on YTS programmes.

Ten regional pilot projects will start soon, each involving the secondment of about five teachers for one term. The scheme is due to be extended nationally from September next year.

The aim is for all secondary schools to have at least one teacher with first-hand experience of YTS. Talks have begun between MSC regional offices and local education authorities - the L.E.A.s to take part in the pilots should be announced in the next few weeks.

The announcement follows an independent survey carried out for the MSC of the 6 per cent of young people who refuse a place on YTS. It discovered that most of those questioned regarded it as a way of providing knowledge about the scheme and had no evidence on which to base their attitudes.

"These young people demonstrate that the messages of YTS are not getting through to everyone; they are damaging not only their own prospects

but also those of their friends," Mr Nicholson told teachers at a fringe meeting at the National Union of Teachers conference in Eastbourne this week.

"I believe teachers are in a strong position to overcome such prejudice because they are seen by pupils as a source of unbiased information."

An experiment in Gateshead, in which a group of teachers spent two days visiting YTS schemes and talking to ex-pupils, showed direct experience led to a more positive attitude among doubting pupils - and the teachers themselves.

"I believe teachers whose view of YTS is hostile or merely ambivalent will change their attitude as a result of the secondment programme, and that their enthusiasm will have a snowball effect in schools," Mr Nicholson said. "But all believe YTS itself will benefit from the experience. It seems to me that teachers can influence the quality and development of the programme by regular contact with MSC officials and industrial providers."

The MSC initiatives involving YTS and the extension of the Technical and Vocational Education Initiative in schools was welcomed by Mr Alan Jones, an NUT executive member. But he criticized the Government for confusing teachers with too many initiatives involving two separate arms of government - through the DES and MSC. He also accused the MSC of being "unaccountable".



Beetle infestation, dry and wet rot, rising damp, crumbling masonry, water penetration - an everyday story of a Birmingham school. It's called Moseley school, it's a comprehensive, has nearly 1,600 pupils, and is falling down.

The obvious solution would be to close it and start again. But Moseley is a Grade 2 listed building and in these conservation-minded times it's a brave councillor who would send the bulldozers in.

The snag is that it will cost £2.65 million to make it safe. Birmingham has only £7.6 million to spend on maintaining all its 500 schools. If half the budget goes on one school, the other 499 will be a trifle miffed.

So the search is on to find the cash - a haggling letter is already on its way to the Department of Education and Science.

The crumbling Gothic tower is now propped up by scaffolding while pupils beaver away inside (above and right), the ornate library is out of funds and nine temporary classrooms have been erected in the playground.

They are certainly an eyesore, but cheaper than the original. And the beetles don't like them.

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## President attacks apathy of special needs council

by Sue Surkes

Members of the National Council for Special Education have been urged by their incoming president, Mr Bob Sadler, to be less apathetic if they are to play a full role in the debate on special education.

In a departure from the traditional presidential address about educational developments, Mr Sadler, a former headteacher from Hartlepool, described the miserable response to a pilot questionnaire aimed at providing information to the Commons Select Committee on Education, Science and the Arts which is currently investigating the implementation of the 1981 Education Act.

He said: "We felt we would be able to produce a document that would be geographically wide and professionally deep. But democracy failed us."

A subcommittee established to compile the council's submission had come up with a range of examples. "But it could not give an overall picture. We should have been able to do that, because the experience of members was all of the data we required."

## Plea to stay in appraisal pilot

Teacher unions in Cumbria want to be exempted from a boycott of appraisal schemes.

Preparation and training in 30 volunteer schools is well advanced and appraisal of about 400 teachers is due to start in September.

The scheme was negotiated locally but became one of six pilots backed by government grant and supervised by a national steering group. The boycott was called as a protest against Government suspension of negotiating rights. Leaders of the National Union of Teachers in the county are hoping to persuade national officers within the next month that the scheme should go ahead.

Mr John Horne, chief executive of the Cumbria County Council, who is chairing the working group, said: "Although appraisal is a less common method of appraisal, it is a common method of appraisal on the local level."

The association says that teaching appraisal about "the wickedness of arson" would be a waste of time. It adds that such a "head-on" approach would be "entirely counter-productive" and could lead to an increase in the number of malicious false alarm calls.

Mr John Horne, chief executive of the Cumbria County Council, who is chairing the working group, said: "Although appraisal is a less common method of appraisal, it is a common method of appraisal on the local level."

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Professor Peter Mittler warns that the dramatic decline in one-year secondments as a result of the new in-service arrangements threatens to destroy special needs departments in higher education

## From Warnock to GRIST

"Unless the present favourable opportunity is taken to improve the professional qualifications of teachers in special education, and hence the quality of special education itself, we fear that the next 20 years may yet again be a period of unfulfilled hope." — Warnock Committee, 1978, para 19.32.

Nearly 10 years ago, the Warnock Committee put teacher education at the top of its priority list for achieving the kind of changes which would be needed to meet children's special educational needs.

Here is a reminder of just some of their recommendations. What has happened since then?

All initial training courses should have a compulsory "special needs element".

Although this is now required by the Council for the Accreditation of Teacher Education, all the indications are that the necessary staffing is simply not available in many teacher training institutions. Nevertheless, some progress can be reported.

All existing teachers should have access to a short awareness course, equivalent to five full days training.

Progress here is very patchy, depending on local education authority and school priorities. Warnock estimated that 200 additional staff and five years would be needed to implement this recommendation alone.

Training facilities should be increased so that a recognized qualification should be made a requirement for all teachers with responsibility for children with special needs.

With the new grants-related in-service training arrangements (see below), all long courses are in danger of extinction due to lack of i.e.s. support. But the Government has never accepted the principle of a mandatory recognized qualification for all special needs teachers and was only with difficulty persuaded to retain it for teachers of children with sensory impairments.

Higher education has done its best to increase the number of courses and to broaden their scope to include the wider group of children with special needs. Perhaps the most innovative of these has been the growth of one-term



Royal School for the Deaf: The Government shows no sign of ensuring that specialist qualifications for teachers of children with sensory impairments are made available.

full-time courses for staff with responsibilities for special educational needs in ordinary schools.

These courses, developed since 1983, reflect a working partnership between the teacher, the head, the i.e.s. adviser and the tutor. Although some 500 teachers have taken these one-term courses, it will take many years to reach 23,000 primary schools and 4,000 secondary schools. As for further education, we have barely made a start.

At least one university department of special education is needed in each region.

Although earmarked funds have gone to i.e.s., not one penny has been given to higher education to fund new

training initiatives. On the contrary, staffing has been severely reduced as a result of financial restrictions. Many specialist posts have been lost under early retirement schemes.

### New look in in-service training

This month has seen the birth of a scheme which overturns the whole basis on which in-service training has been organized.

The intentions of GRIST are excellent — to broaden the basis of INSET by involving schools and i.e.s. in a dialogue designed to identify staff development needs. Headteachers and advisers have been asked to hammer out an INSET strategy so that a costed plan could be submitted for funding to the Department of Education and Science.

From the i.e.s.'s point of view, GRIST does give them a new-found and highly-valued freedom to spend INSET money as they wish. They may prefer to invest in school-based courses, buying-in staff development resources from a range of agencies, adding to their advisory staff or expanding their teachers' centres. These may well be higher priorities than expensive long courses in higher education.

GRIST replaces the central local authority "pool" from which i.e.s. could previously claim up to 90 per cent of the costs of INSET — the salary of the seconded teacher, the cost of replacement during their absence, as well as course fees and travelling expenses.

GRIST reflects a characteristic mixture of increased central control tempered with a dash of devolution of decision-making. The DES has announced 19 national priority areas for which it is prepared to give 70 per cent funding. Everything else is regarded as a local priority, attracting only 50 per cent funding. The balance in both cases must be found from the i.e.s.'s own resources. On the other hand, provided their plans fall within the DES guidelines, i.e.s. have considerable freedom on how to spend their INSET funding.

### End of one-year secondments?

Although the press release announcing the scheme spoke of a "new £200 million initiative", most i.e.s. have insisted that the redistribution of funds under Circular 6/86 left them with fewer resources than under the earlier arrangement. The DES has steadfastly refused to accept this argument.

One undeniable consequence of i.e.s.' perception of reduced funding

has been the virtual cessation of support for one-year secondments. A telephone survey of 21 north-west i.e.s. carried out by the Association of Special Education Tutors (ASET) suggested that there would be a 70 per cent reduction in the number of full-time one-year secondments for all courses (from a total of 1,044 in the current year to 317 in 1987/88); within this figure, there is a 77 per cent reduction in special needs secondments — from 222 to 50.

The session 1987/88 is likely to be a non-event as far as secondments are concerned. This is partly due to the general confusion created by the obscurely short period of time given to i.e.s. to consult with teachers and produce plans, and partly to the fact that the department's extraordinary decision to start the scheme on April 1 has removed up to a third of next year's money to support staff for the final term of current courses.

Even the future of one-term courses is in doubt, as i.e.s. are trying to make do with less money tend to support very short courses. Many i.e.s. are opting for larger numbers of "aware" rather than trained staff.

There can be no doubt that teachers will now find it much harder to gain access to award-bearing diplomas and degrees. Such courses provide opportunities for detailed study, reflection and evaluation which have often led to positions of leadership and innovation in the field.

### An increase in part-time study opportunities?

Departments of education in higher education have for some time been expanding part-time study opportunities and have developed flexible modular courses which allow teachers to take as long as six years to complete an award. But teachers will still need to obtain at least half a day's release a week, as well as their course fees. Problems with cover for absent colleagues and a shortage of supply teachers make even part-time attendance problematic. It will be interesting to see how many i.e.s. will expect teachers to undertake twilight study to see how many i.e.s. will expect teachers to undertake twilight study to see how many i.e.s. will expect teachers to undertake twilight study

Even if these problems were temporary, higher education is facing an immediate crisis. Both universities and polytechnics are centrally-funded in relation to their achievement of student targets. If they fail to meet these targets (as is inevitable for at least two or three years), departments are not financially viable and their staff face redundancy. The DES has steadfastly refused to accept this argument.

### Special needs priorities

Although the GRIST scheme has two special needs priorities, schools and FE colleges, the wording and the implications are in places alarming.

Take first, the case of teachers working with severe learning difficulties and sensory impairments. It insisted on the phrasing of training in these areas, the statement must ensure that special SET qualifications are made available.

So far, it shows no signs of doing so. Second, teachers working in special schools are severely disadvantaged by these proposals. They are specifically excluded since the one-term courses on special educational needs in ordinary schools. Circular 6/86 rules that only teachers with mainstream experience are eligible for national priority training. The statement, which has angered schoolteachers, is now described as "drafting error".

Third, no mention is made of teachers working in schools for children with moderate learning difficulties, those with emotional and behavioural difficulties, language difficulties or physical disabilities. The presumably, are not national priorities.

Initially, bland assurances given by HM Inspectors and officials that i.e.s. bids would be carefully monitored to ensure that national needs were met, whole series of meetings and officials suggests that they are not.

to let market forces prevail on a stand aside while special needs training resources are allocated by er and die. Indeed, the chief officer of GRIST, David Love, is in hospital, Rochdale OL12 9QB. Individual copies cost 95p plus 25p postage and packing. Copies of 50-plus are available at 70p per copy plus 22.70 postage and packing.

### RC closure

Britain's oldest Roman Catholic public school, the 160-pupil Cotton College in Cheshire, Staffordshire, is to be closed and sold. Birmingham diocese has announced.

## IN BRIEF

### Ban threat lifted

Northern Ireland's education department has removed its threat to ban Miss Kathleen Gleeson, aged 26, of Lissake, County Fermanagh, from teaching, over allegations in a court that she was an IRA recruiting agent. But it added she had been "given a stern warning as to her future conduct".

### Equality inquiry

Labour-controlled West Glamorgan is being investigated by the Equal Opportunities Commission following parents' complaints that boys and girls have unequal access to craft subjects. Two primary and four secondary schools will be studied.

### War and peace

A move to ban the Ministry of Defence film, *Keeping the Peace*, from Cheshire schools has been rejected by the county's education committee after an acrimonious hour-long debate. But Labour education chairman, Mr Peter Thorne, accepts the film gives "a partial view" and wants advice on partisan material to go to all heads, teachers and governors in the authority.

### Bus ruling

Mr Justice Mann has ruled in the High Court that Christopher George, aged nine, should be able to walk his 4½-mile return trip to school. Until he was eight he received free transport — but the legal limit to be eligible after that age is a six-mile round trip. An appeal by the boy's parents against a Devon County Council decision that he was not entitled to free transport was dismissed. But he has been granted a bus pass, pending a further appeal against the new ruling.

### Libel damages

Damages of £3,500 each have been awarded to two National Union of Teachers members for libels against them by Brent community relations council in north-west London. Mr Malcolm Horne, then an NUT executive member for outer London and now vice-president, and Ms Frances Bradshaw, then Brent Teachers' Association secretary and now on the executive, won their case over articles in the CRC's 1984/85 annual report and a local paper.

### Boards merge

The GCE Associated Examining Board and the South-Western and South-East CSE boards have merged as the Associated Examining Board to combine resources and expertise.

### Perry honoured

Mrs Pauline Perry, the director of London's South Bank polytechnic and former chief inspector for higher education and teacher training, has been made a charter fellow of the College of Preceptors. Others honoured for services to education include Sir Geoffrey Warnock, principal of Hertford College, Oxford, and former vice-chancellor of the university, and Mr Robert Balchin, director-general of St John Ambulance.

### Guide on abuse

*Child Abuse — Are You Safe?* A guide for teachers and other professionals, has sold more than 10,000 copies in a year and is being reprinted. Written by six health visitors, it is available from the General Office, District Offices, Rochdale Health Authority, Birch Hill Hospital, Rochdale OL12 9QB. Individual copies cost 95p plus 25p postage and packing. Copies of 50-plus are available at 70p per copy plus 22.70 postage and packing.

### RC closure

Britain's oldest Roman Catholic public school, the 160-pupil Cotton College in Cheshire, Staffordshire, is to be closed and sold. Birmingham diocese has announced.

### Ulster's TVEI

A three-year, £17 million equivalent of the Technical and Vocational Education Initiative for England and Wales has been launched in Northern Ireland to provide a more practical and scientific approach to the curriculum.

Barry Hugill weighs the ingredients of the major new Education Act that will be introduced if the Tories win the next General Election

## Replacing the Butler



Kenneth Baker, Juggernaut

devolved system. But many don't believe the Minister of State.

It is understood that Mr Baker is looking at ways of employing teachers other than through the local authorities. If he can come up with a satisfactory alternative, then the days of the i.e.s. could be numbered.

The local authorities are under threat for a number of reasons. Of

**It is understood that Mr Baker is looking at ways of employing teachers other than through the local authorities**

some significance is the Prime Minister's intense dislike of them.

In particular, she wants rid of the Inner London Education Authority and is considering ways of wielding the axe.

A second factor is Mrs Thatcher's oft-stated intent of ridding Britain of

socialism. The continuing existence of Labour councils make this objective difficult to achieve.

She may well knock Mr Kinnock into third place come the General Election, but there is little real prospect of Labour losing its grip on the large northern metropolitan authorities or the ILEA.

Stripping local authorities of real power by removing their control over education, and possibly housing, could be the first step towards Mrs Thatcher's ideologically pure Britain.

Ideology apart, there is one other reason why a triumphant Mrs Thatcher might take pre-emptive action against local councils — the poll tax.

Her dislike of socialism and the ILEA is matched by her distaste for the rating system. She has wanted to scrap it for years — only to have the civil servants tell her that it cannot be done.

She has determined that the privatisation has to stop and the rates to go. A third-term Tory government would introduce a poll tax, otherwise known as a community charge, payable by all adults.

The problem with a poll tax is that it

would not raise sufficient revenue in certain areas, most notably inner London, to pay for statutory services such as education — or at least, it would not unless it were set at a level well above that currently paid by ratepayers.

The housing minister, Mr John Patten, has hinted that, in order to make a poll tax acceptable to the electorate, homes should cease to be a local authority concern. It would be surprising if Mr Baker were not having similar thoughts.

Removal of education from local authority control would ensure a community charge that should not raise voters' blood pressure.

Schools and teachers, of course, would still have to be paid for — and that is what Mr Baker and Mrs Thatcher are now discussing.

There is a lot of talking still to be done and local government is not without its supporters in the Conservative Party. There is, however, no one at Number 10 arguing the case for the ILEA and there is little likelihood of the authority surviving another Thatcher term.

## Newham calls in the private investigators

by Sue Surkes

The independent inquiry into educational achievement in Newham, which was promised in the local Labour Party's election manifesto last May, has finally got under way.

The inquiry, commissioned at a cost of £70,000, will try to pinpoint barriers to the achievement of both pupils and institutions.

Interpreting achievement in its broadest sense to include factors such as pupils' personal and social skills, it will look at existing policies, practices and services and will survey initiatives in anti-racism, anti-sexism, community education and the integration of children with special needs.

The inquiry team will cover all stages from nursery to further and community education and is expected to report next March.

The inquiry panel members are Dr Seamus Hegarty and Mr Dick Weindling of the National Foundation for Educational Research, Ms Jocelyn Barrow, who chaired the recent inquiry into secondary education in Brent, Dr Gajendra Verma, who was a member of both the Brent inquiry and the Swann committee and Mr Mohamed Naguib, a principal lecturer in race and education at Lancashire Polytechnic. They were chosen from 70 respondents to a national press advertisement.

There are several reasons why the East London borough has felt it necessary to set up the inquiry. Examination results have consistently stayed near the bottom of DES league tables,

although revised tables which take socio-economic data into account have shown them to be about average. A DES bulletin published in 1982 found the authority to be the most deprived in England.

Some Newham schools are 85 per cent Asian. And it wants to boost the staying-on rate, which has remained static for some time.

Newham has been careful to try to avoid the controversy that surrounded the Brent report which was published last year amid accusations of lack of consultation. Newham's inquiry members have already met headteachers and teacher unions, as well as inspectors and parent governors. They are due to meet community representatives and to visit as many schools as possible.

Mr Joe Standen, assistant secretary of the National Union of Teachers in Newham, said: "We are more or less happy with what the inquiry team members have told us so far. The most important thing is that the team consults properly and listens to counter arguments." He added that such an inquiry would not have been "one of our top priorities for spending" in the light of the ratcheting of the borough.

But Mr Andrew Lockhart, Newham's director of education, stressed that the initiative had to be seen in terms of long-term benefits. "The council's view was you really do have to plan for a better day and work out whether you are getting value for money from what you are doing at the moment."



Newham: desire to 'boost' declining examination results, to improve standards.

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Bert Lodge reports from the annual NAS/UWT conference in Bournemouth

## Unanimous vote to strike on lost bargaining rights

An executive motion calling for a campaign of strike action against the loss of teachers' negotiating rights was carried unanimously by the conference.

Moving the main motion, Mr Len Cooper, the retiring treasurer, directed a fierce attack on the Secretary of State for removing teachers' negotiating rights. "In three months, Mr Baker, you have succeeded in destroying the essential partnership between politicians and practitioners. In removing negotiating rights, you have ignored the representation of teacher unions and also of parent organizations. You defied attempts in both Houses of Parliament to set a finite time to the removal of those rights."

Mr Cooper said that Mr Baker failed at the first hurdle in tackling a problem. He simply did not understand it. He didn't understand the malaise affecting the teaching profession.

He considered the prospect of applying appraisal to Mr Baker but added: "I am not vindictive. I would not want to attach any merit pay to that appraisal."

To parents, Mr Cooper said: "A short-term disruption in your children's education is a small price to pay for achieving long-term excellence."

Seconding, Mr Dave Battye, senior vice-president, reminded the conference of other temporary legislation enacted many years ago but still on the statute-book. Pubs were shut in the afternoon, he said, to allow munition workers to get on with the job of making shells for the Western Front.

The Maternity Act had to be renewed each year by Parliament to make sure we had a standing army. He agreed that there might be some difficulties working with the NUT, but it was still an operable course of action.

But the problem of joint action between a union which instructs and another which merely "calls upon" its members was also highlighted in the debate.

An amendment calling for the words to be replaced by "a joint campaign of co-ordinated action" was proposed but lost.

Mr John Hemingway, a primary teacher in Sandwell, West Midlands, said he knew of numerous schools in



Joe Boone: Joint action was strength of current campaign

his district where few or no NUT members responded to a call for recent joint action. "Joint action in the true sense is not possible while the NUT members can please themselves."

Opposing the amendment, Mr Joe Boone, a former president, said he could see it had a certain appeal but there would be no guarantee of what the other organization would do if the amendment were carried.

The very strength of the current action against the Baker imposition was that it was joint.

The NUT had come round to stances which the NAS/UWT had been preaching for years. He added: "This joint action will put the skids under Kenneth Baker and start to wipe that

supercilious grin off his face."

The conference unanimously condemned the "untimely introduction" of the GCSE and backed campaigning to expose the exam's inadequacies and secure improvements in resources and staffing. An amendment calling for an appropriate scale of professional fees to be paid to teachers involved in the assessment of GCSE pupils was lost.

Mr Graham Terrell, the union's junior vice-president, said the executive was not against what the amendment proposed in principle but the NAS/UWT's obligation to take part in assessment was now a legal obligation under Section 10 of the Baker imposition. The union must not break the law.

## City college sponsors face boycott

The NAS/UWT conference has voted for members to boycott goods and services of companies offering sponsorship to city technology colleges.

The union's Birmingham branch successfully amended a general motion condemning the Secretary of State's plans to set up 20 CTCs.

Its secretary, Mrs Christine Kates, told delegates there was little that teachers could do to block Mr Kenneth Baker's plans.

An attempt to boycott posts on CTC staffs would require the co-operation of every teacher - and present plans for the colleges to recruit not only fully-qualified staff.

The amendment proposed a form of action not confined to one particular union nor to teachers in general.

"Support for this amendment today could sow the seeds of discontent in small companies considering investing in CTCs. If it makes one potential backer reconsider, then it will have been worthwhile," Mrs Kates said.

Mr Fred Smith, the general secretary, said that the executive would be considering how to get members to implement the resolution. He pointed out that, with several hundred thousand teachers and the families, this amounted to about one million consumers of Dixon's products - a reference to the offer by the big street giant to finance a CTC in South Yorkshire.

## New law 'designed to destroy union power'

Government proposals to protect by law trade unionists who refuse to strike, despite a ballot result in favour of action, were condemned by Mr Eamonn O'Kane, the incoming president.

He said: "The proposals are expressly designed to destroy the collective power of trade unions by counterposing them with individual rights which, in effect, renders any industrial action useless."

"Individuals who refuse to abide by that majority decision will, by law, be protected from the slightest disciplinary action being taken against them."

The emasculating of collective action, together with the removal of teachers' negotiating rights, was clear evidence of the Government's ambition to destroy trade unions, Mr O'Kane said.

He warned heads against the attraction of having their own negotiating body. Most heads in unions like the NAS/UWT were well aware of the dangers, he said.

"It will loosen the professional ties between headteachers and their staff and allow the development of a rigid division which could have disastrous consequences for the schools."

Heads were no longer encouraged to think of themselves as teachers, *primus inter pares*, but as a managerial sub-class for implementing ministerial

directives, regardless of what the staff felt.

He said the Government's concern about the curriculum was justified. "We know that it is sometimes a hotch-potch of informal decisions often reached by people other than teachers and to a large extent, at least in the secondary schools, dictated by the needs and demands of the examining boards."

However, local authorities and schools must have the resources to deliver a national curriculum.

Nobody should be fooled into thinking Mr Kenneth Baker was in favour of radical reform of the education system.

A great chance had been presented to him by the Auzt talks when there emerged a consensus that the status and salary of the classroom teacher must be the pivot of any new structure. The first faltering steps had been made by the introduction of the Main Professional Grade for all teachers.

"But what did he do, this reforming Secretary of State who toured the country demanding that no sacred educational cow be left untouched? Faced with a chance to give real substance to his oft-repeated call for a thorough-going reform, he rejected out of hand the proposals to give classroom teachers a genuine say in the direction of their professional lives."

## Streets ahead on fairways

Mr Andrew Streets (left), head of Millhouse Junior school, Ladbroke, Basildon, Essex, being presented with The Times Educational Supplement Cup by the editor, Mr Stuart Masters, on the first TES golf meeting held at Cooden Beach Golf Club, Basildon, on April 16. Second prize went to the president of the English Schools Golf Association, Mr J. A. Smith. Forty people took part in the Streets tournament, in which Mr Streets, the winner on the back nine, was



## Examining board consortium defies DES on 17-plus

by Ian Nash

A consortium of examining boards is to defy the Department of Education and Science and continue offering the Certificate of Extended Education despite Government claims that it is redundant.

The row between the consortium and the Government began in late 1984 when Sir Keith Joseph, then Education Secretary, refused to endorse the CEE and told the examining boards that it should give way to the Certificate of Pre-Vocational Education.

Renewed pressure to abandon the examination - seen very much as an "advanced level" CSE - came with the introduction of the GCSE.

Instead of scrapping it, however, the boards have decided to offer four new subject certificates, extending the range to 17.

Mr Kurt Schoonenberger, secretary to the Oxford and Cambridge Schools Examination Board, said: "It would be senseless to abolish the CEE when there is such a high demand from teachers, parents and pupils. Endorsement from the Secretary of State is not important; universities and employers accept it in any case."

The rise in demand for the CEE has continued unabated from 326 entries at 32 centres in 1977 to more than 8,000 at 208 centres this year.

The consortium of five GCE boards: Oxford and Cambridge, Cambridge Local, London and Southern Universities joint boards, has been strengthened by the addition of the London regional and East Anglia CSE boards.

In response to a consortium questionnaire to schools, CEE syllabuses will also be offered in modular form from 1988, making them suitable for integration with CPVE programmes. The new subjects are information technology, business and retail studies, applied science and French for the world of work.

A CEE grade 3 will be equivalent to at least a grade C at GCSE. CEE grades 1 to 3 were equivalent to GCE O level grades A, B and C in the view of the certifying university boards and were accepted as such by higher education institutions, industry and the professions.

Mr Schoonenberger predicted a continued rising demand throughout the United Kingdom for the CEE examinations, "which are less content-based than the GCSE and are free from external constraints."

The decision of the consortium to reaffirm its determination to continue the CEE will disappoint the DES, which, two years ago, called for the examination boards to help tidy up the post-16 educational map.

But Mr Schoonenberger blames Sir Keith and now Mr Kenneth Baker for assuming that all sixth-formers not doing A levels would automatically take the CPVE.

"Another important factor is that teaching can be geared to existing resources," he said. Schools which had difficulties meeting the technical requirements of the CPVE had chosen to stay with the CEE.



Stepping back: Tamil children perform a traditional temple dance called "Kavadi" at West London Tamil School in Ealing during the borough's Education Week.

## DIY publishers beat schoolbook famine

by Jeremy Sutcliffe

Teachers at a Devon comprehensive have turned publishers in a successful experiment which could point the way for other schools which are short of textbooks.

St Peter's High, a 980-pupil Church of England school in Exeter, has bought an offset-litho printing press, and is using it to print high-quality booklets that are tailor-made for their syllabuses.

The booklets are designed and written by the teachers themselves and typed on a word-processor before printing. Then the texts are stored on

disc, so they can be easily revised and updated. So far, the school has produced 18 booklets covering most subjects.

Dr Roger Smith, the school's head of science, said the do-it-yourself approach was cheaper and more effective than buying textbooks. Provided teachers put in the preparation work, which was considerable, it was a far more flexible way of teaching.

"Like any other books used in schools they have a limited life because of wear and tear, and it is especially useful in a subject like science to be

able to bring them up to date when we replace them."

It is not unusual for schools to print their own syllabuses but very few buy a high quality press. Several neighbouring schools are now considering following St Peter's example.

Dr Smith predicts DIY printing will spread rapidly as a result of changes in teaching methods. In particular the move towards the core curriculum and the changes brought about by the GCSE exam. And he says that even smaller schools could benefit by pooling funds to buy a printing press.

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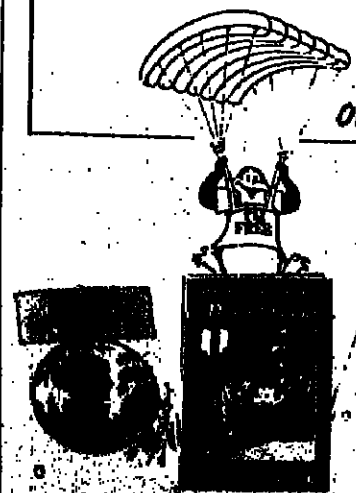
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Iola Smith talks to the ex-primary school headteacher who is pioneering an innovative cultural project in Dyfed schools

## Mines of information

Dyfed's new culture and heritage curriculum aims to bring history alive by offering pupils an insight into their community roots through drama, art, craft, design and technology, and project work.

Many primary and secondary initiatives have been undertaken since the programme's inception in 1985, when the Welsh Office agreed to fund a three-year project developed by the county's cultural services co-ordinator, Mr Graham Longster.

They include a course on Hywel the Good, a local legislator of the Dark Ages, a project on Dyfed's medieval towns and castles, and industrial life. But the largest undertaking to date is on "black diamonds", an investigation into the history of the south Pembrokeshire coalfield.

A massive programme, which has taken six months to develop, it has involved 12 primary schools, two secondaries, a teacher training college,

the local art school, the county's community arts team and the theatre-in-education company.

It is the brainchild of former primary head, Mr John Harry, now seconded to the cultural services department, who has developed the project text in association with local teachers. The work progresses through a series of units which trace the story of the coalfield from its geological origins to its closure in 1948.

He explained: "I chose the topic to remind pupils that their locality was not always a tourist centre." During the 19th century there were more than 100 pits in operation, and Pembrokeshire's coal powered the SS Great Britain. Further back in history, during Elizabethan times, our fuel was exported to France and Ireland, and there are authentic references to mining in the area during the 14th century.

"But in order to make the topic realistic and to emphasize our theme of living history, we have invited ex-miners who worked the pits during the 1930s and 1940s into the schools, to share their reminiscences with the children."

Such visits have been supplemented by classroom work on geography and geology (here the project was assisted by the geography department of Carmarthen's Trinity College), investigations into how coal was mined, and a historical overview of 19th-century working conditions throughout the UK. Of particular interest to the pupils was the section about women and children working in the mines - more prevalent in the Pembrokeshire coalfield than virtually anywhere else in Britain.

The unit provided the background to a play, performed by Coracle Theatre, which focuses on the prob-

lems faced by three generations of women miners, and points out the class difference between the nine-year-old girl miner struggling to survive and the local MP's educated daughter.

The play left pupils to ponder what the future would bring for the women and child now that Parliament has banned them from the mine? They had to decide, and they sought solutions during subsequent role-playing sessions with the cast.

The coalfield project also encompassed wider issues such as lifestyles, dress and customs of mining families. To help experience this first hand, the county's community arts team regularly visits participating schools to introduce folk dances and festivals.

"Art and craft played a major part in the pupils' own contributions too as they created cottage interiors, mine shafts and authentic-looking caverns in the classroom," says Mr Harry. "This supplements the memorabilia which they have collected locally, and is being prepared in readiness for open days during which the community will be invited into the schools to view the display."

The final stage of the project will involve collaboration with the National Museum of Wales' schools service, when it will mount an exhibition of its own mining artefacts in the two participating secondary schools. Tonby comprehensive, and Tasker Millward school, Haverfordwest. Pupils from the 12 junior schools will then visit one of the secondaries to see the exhibition.

Timetabling constraints have inevitably resulted in the 11 to 13-year-olds in the two secondaries having less experience of the project's cross-curricular emphasis than the juniors. Yet Tonby comprehensive has linked the



Digging up the past: children are given an insight into the Victorian miner's life

work with computer studies by developing a historical database, while Tasker Millward has done considerable work on the arts and crafts aspects.

To provide authentic illustrations, diagrams and maps to complement the pupils' own work, Mr Harry has developed a 25-minute video - what he calls "a moving picture book of contemporary evidence". This is accompanied by a voice-over tracing the history of coal, and a copy has been sent to each school.

The entire project, including text

units and strategies applied, is about to be published. It is expected that it will subsequently be used by other Dyfed schools and the hope is that other local education authorities with mining heritage will also be interested in adapting material for their own use. Meanwhile, the Dyfed project programme goes on and Mr Harry is about to embark on a second primary school project - the maritime history of Cardigan Bay. It is expected to begin during the summer term, and will involve three primary schools: the Fishguard and Cardigan area.

## Tailored to suit the class of '88

Ian Nash reports on a shake-up in chemistry teaching in the wake of the GCSE's introduction

A radically new A-level chemistry course that is designed for pupils emerging from the GCSE was unveiled at the annual congress of the Royal Society of Chemistry in Swansea last week.

Trials of a syllabus that is a mixture of the traditional and modular approaches begin in September in selected Somerset schools. It will serve as a model framework for new courses not only in sciences but also in business studies, modern languages and art and design.

The Somerset scheme has its roots in the Technical and Vocational Education Initiative and, in the view of one of its architects, Mr Ken Gadd, head of sciences at Yeovil College, reflects not only the needs of GCSE pupils but also helps to reduce the academic-vocational divide.

Sixty per cent of the course takes a conventional approach and includes a common core of "scientific principles" to be studied by all pupils who take at least one science at A level.

The other 40 per cent is selected by the pupil, in the form of two modules a year, from a wide range of subjects including "drugs, medicine and people" and "environmental pollution". Half the course is appraised by teacher-based assessment.

Some members said they could not see much distinction between the new A level and the Business and Technical Education Council qualification. Mr Gadd agreed. "Indeed, we also hope to seek credit transfer to the BTEC."

Courses will lead to a conventional A-level qualification from the Associated Examining Board. Many delegates saw this factor as crucial in persuading parents, universities and polytechnics of its worth.

Both the board and the local education authority found, however, that having the examination accepted by the Secondary Examinations Council and Department of Education and Science was not easy, Mr Gadd said. "The biggest problem is not that it is modular but the amount of teacher-based assessment and the desire to move away from formal examinations, with consequent problems of moderation."

Educational debate at the congress was inevitably dominated by the GCSE. And while continued concern was expressed over the lack of funds for practical assessment and to alleviate teacher shortages, the GCSE was generally considered to be very promising.

For example, a GCSE scheme called the Salter Chemistry Course has resulted in a 20 per cent rise in girls opting for chemistry in trial schools and has drawn geography and economics teachers into the laboratory to teach environmental and economic aspects.

Two issues which hampered earlier development of such courses were the Government's delay in announcing its "Science for All" policy (1985) until after the GCSE criteria for single-subject sciences were well under way, and the refusal to include A levels in the review of vocational qualifications.

At A level, there are already a number of well-thought-out measures, such as the Cambridgeshire Consortium modular A-level scheme, to serve the new type of student coming from the GCSE courses in 1988, but members saw the Somerset scheme as the most progressive.

It was stressed, however, that modifications to make A levels more suitable were within the grasp of every board. Mr Keith Weller, principal professional officer for the SEC, said the 18-plus chemistry committee of the council had already considered what long-term changes were needed.

All examining boards have been asked to explain their A-level plans for the first GCSE cohort and early returns suggest "some syllabuses need major modifications, others less so," Mr Weller said. "It must not be assumed that every syllabus needs to be thoroughly reworked."

The Higginson Committee, which is carrying out a review of A levels, will undoubtedly draw from the best practice wherever possible when it makes its recommendations next spring. Plans for a Nuffield Science A level are being considered at York University, chemistry department, under the direction of Professor David Wad-

dington. It was there that the Salter chemistry course - one of the most successful models not only for GCSE but also in promoting moves to "Science for All" - was developed.

Dr Francesca Garforth, from the University of York, said the course was developed for 13 to 16-year-olds in response to repeated calls for more relevance and growing recognition that science for all would emerge as policy.

The entire chemistry syllabus was discarded and a new starting point adopted "concentrating on topics such as food, warmth, drinks, clothing, plastics, buildings, energy and keeping clean and healthy."

Only relevant chemistry was then selected to fit the framework and abstractions were kept to the minimum, on a par with biology and other subjects popular among girls. The

result was a more appealing course with equal academic rigour to the GCSE but less content.

Dr Garforth hoped for 250 pupils in 25 centres for her trials this year. She has instead 10,000 students in more than 250 centres under the Midland Examining Group. "None of this would have been possible without the national criteria."

The general increase in the popularity of chemistry as a result has surprised everyone. "In one school there was a 90 per cent increase in people wanting to do chemistry in year four," she said.

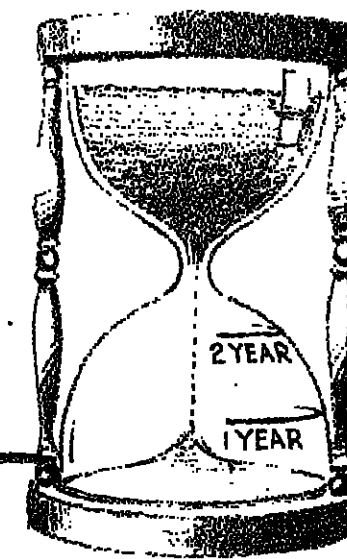
In mixed schools where physical sciences were generally unpopular with girls there has been an average increase of 20 per cent in girls taking chemistry. And in schools where there were fewest girls before, the increase with Salter has been 50 per cent.

The University of York is now developing a Salter science course on the science-for-all principle and is looking for people interested in taking part in trials. Schools should contact Professor David Waddington, Department of Chemistry, University of York, Heslington, York.



Chemistry courses that are more relevant to pupils' lives have proved particularly attractive to girls.

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## Parents 'must be enlisted to fight centralized tests'

by Sarah Bayliss

Teachers have been urged to demystify what happens in schools and make each parent feel needed as well as welcome if they want to save primary education from a rigid system of nationally imposed criteria and tests.

Mrs Joan Sallis, chair-person of the Campaign for the Advancement of State Education, told a national conference on primary education in Scarborough that the "secrecy" with which many staff surrounded the curriculum had left education with very little outside support.

Public protest was at a minimum, and the door was open for Government "salesmen" to step in with "special offers" for parents.

The inducements had been educational vouchers, open enrolment, freedom of choice and now national tests amounted to nothing more than a "ration book" containing a minimum entitlement to education rather than a maximum, especially for the most disadvantaged children.

Important information had not been conveyed to parents - for example, the message from HM Inspectorate's 1979 report that "the basics" were not being taught in concentration but in context. If teachers had shown parents what they were doing in the classroom, teachers would not face the difficulties

they faced today.

"If they can't come in they won't see; if they don't see, they won't understand. And if they don't understand, they won't fight."

Mrs Sallis continued: "If the public don't know anything about it, how can they do anything but clap in their homes when somebody on the box says he wants standards, and wants testing... Of course, they'll say 'we want it' because nobody has taught them anything else."

Ill-informed as it was, the public was prone to "dream pedlars" - as one Secretary of State after another opens his battered brief case and offers us special terms which are going to turn our dream into gold.

The conference, organized jointly by Junior Education magazine and the North Riding College, had as its theme "the purpose, relevance and delivery of the curriculum". Mrs Sallis, tackling the issue of "relevance", said that stages of education were being seen increasingly as a preparation for the next, and for primary education this was ludicrous and undervalued it.

Mrs Sallis said she was not a party-political person and was gratified that all three political parties had asked her to stand in her ward in Richmond on Thames. She was alarmed at the growth of political extremism in education and the extent of political interference. In some areas it was now very difficult to recruit "good officers and good headteachers."

Her audience of trainers, teachers and heads, was urged to allow the "middle ground" in their schools to organize itself - otherwise "you are in a state of being the passive minority in your own schools."

## Octopus embraces home tuition

by Virginia Makins

A new attempt to sell parents the idea of working at home with their children on reading, writing and mathematics is being launched next month by Octopus books.

On May 22 the activity books and workbooks of the Octopus "Parent and Child Programme" will appear in Tesco and Asda supermarkets, as well as bookshops and chains such as WH Smith and John Menzies.

The books have been written by teachers, and are designed to back up the language and maths activities in nursery and primary schools. The first group of books is intended for three to eight-year-olds. If the series is a success, it may extend to older children, and to other subjects such as science.

The authors are Jane Salt, language co-ordinator at Pelham primary school in London, who has written the pre-

school language books, Louis Edge, head of Somerset's junior school in Linton and a contributor to the Glen Reading 360 programme, and Ruth Merttens, senior lecturer in primary mathematics education at the Polytechnic of North London.

They argue that there is a shortage of published materials for parents and children to use at home that are consistent with primary philosophy and practice: "We keep having to write our own," says Jane Salt.

They also claim that their books take parents seriously, with clear explanations about the purpose of the activities, and the difficulties children normally have, and suggestions for ways of following things up in everyday activities such as cooking and shopping.

"We want to reinforce the activities done in school, and to get children

doing them in a different context. Anything that helps parents to sit down with children and be actively involved in their learning can help," says Ruth Merttens. "The books take new initiatives seriously, with investigations and problem-solving and the use of calculators in mathematics."

"It's a hand-holding exercise, giving parents ideas about how to use books with young children, joining in, and stopping to talk about the pictures," said Jane Salt. "It's not perfect, but it gets some of the way."

Each of the books has a pull-out centre with two board games, and there are workbooks to help children practice writing and mathematics. With activity books selling at £1.75 and workbooks at 99p, it seems probable that a great many parents will be attracted to the series.

## Words count in arithmetic

by Carmel McQuaid

School textbook arithmetical problems that are alien to everyday experience are discouraging children from developing mathematical skills.

Questions such as: "Six birds are sitting on a branch, two get shot, how many are still left on the branch?" illustrate how arithmetic can be brought into "meaningless and artificial" realms, which take up time that could be given to realistic problems, says a research project.

The report by Mr Erik de Corte, from the University of Louvain in Belgium, was presented to a Belfast conference on maths teaching organized by the Northern Ireland branch of the British Psychological Society. He said that how the questions were phrased had a crucial role in determining their degree of difficulty.

In a separate paper on his experience of teaching mathematics in Belfast, James G. McGeary, Hamilton agreed that, since 50 per cent of each

year's intake could be classified as remedial, word problems in mathematics posed a particular reading problem.

Poor language development also put pupils at a disadvantage in tackling exam papers, he said, pointing out how a CSE question about a patio had stumped pupils who didn't know what a patio was.

Closer liaison between primary and secondary schools in science education is necessary to ensure the same basic standards as are assumed in language and mathematics, a conference of the Association for Science Education's Northern Ireland region has heard.

In her presidential address, Dr Barbara Erwin, head of science at Stranmillis college of education, urged primary schools to wake up to the crucial need to equip younger pupils with a base line of science skills and experiences since, after 11, attitudes

## Salary dispute simmers on

The work-to-rule by nursery nurses in Cheshire who are campaigning for a pay review is about to enter its sixth month.

In recent months the nurses have also staged two half-day strikes and demonstrated outside county hall, and sympathetic parents of special school pupils have taken up their case with Cheshire councillors.

NALGO, the main union representing nursery nurses and classroom assistants, is pressing Cheshire to improve their pay structure and agree new definitions of their duties.

The county, however, maintains that it cannot act unilaterally and has said they should put their grievances to the national joint council for local authorities, which says extra duties such as control, supervision and organization, keeping developmental records and liaising with other professionals said parents were all taken into consideration in a 1984 staff review.

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# Long campaign planned to stymie Baker curriculum

The National Union of Teachers is preparing a long campaign to disrupt the introduction of a national curriculum and associated testing of children at 7, 11 and 14.

The executive is to draw up plans which would instruct its members to refuse to prepare children for the tests or to conduct them. Members have also rejected attempts by the union leadership to join in national talks with the Government, parents, and local authorities over a curriculum to which all pupils would be entitled, with guarantees on staffing, training, equipment and buildings.

Instead, delegates called on the union to spend the next year rethinking its own policies, including those on fighting inequalities of race, gender and class, and on developing relations with parents and community.

The union would then try to sell its own ideas to the public. Union leaders fear that the whole process will be far too slow. General election permitting, the Government could be well on the way to introducing its version of a national curriculum before the union has contributed to any real debate.

But Mr Kenneth Baker may seek political capital over the threat of disruption, even before special groups consider attainment targets or any real debate has taken place on how a new Bill would impose a curriculum.

Ms Sue Harrison, from Hounslow, warned that parents may "buy the Baker package" unless it was countered with structured policies of resistance.

"Can we be reassured that testing will not lead to league tables of children, of schools, of I.e.s.s?" she asked. "As their activity is no longer a requirement for the job, can we seek some assurance that teachers will be more than mindless judges with no negotiating rights?"

"With lousy conditions of service and pay, minimal influence on the curriculum and no self-respect whatsoever, we cannot be assured of any of these things."

Ms Pauline Gorman, from west London, said: "It is not just the children who are going to be tested. It is us who are going to be tested on these results. Education is about understanding, developing concepts, enlarging curiosity and imagination, stimulating creativity. None of these things are easily testable."



**The National Union of Teachers has been holding its annual conference in Eastbourne over the past week. Here and opposite TES staff report on the debates**

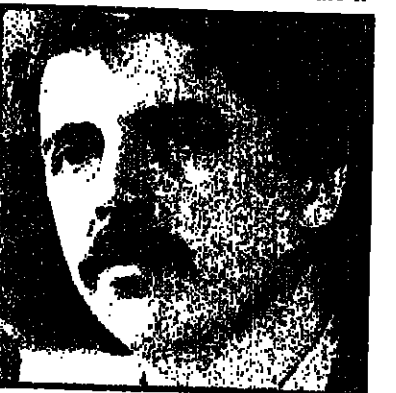
"All the horrors of built-in failure will reappear again and the Baker Bill will ensure that teacher appraisal will be linked to results of these tests."

Mr Dave Marshall, a Southwark teacher, asserted: "We stand for equality of opportunity. The Government stands for survival of the fittest".

Other speakers argued that testing was part of a longer-term strategy to increase selective and private education. But even local authorities hostile to the Government were not exempt from criticism. The Inner London Education Authority was singled out by Ms Hilka Kenn, a Westminster teacher, for also supporting testing and, in ullying schools with industry in Hackney and Tower Hamlets, setting up "its own deal", comparable with city technology colleges.

There was hostility to another Baker initiative, devolved financial management of schools, although conference tempered calls to reject it. The NUT to have nothing to do with any schemes. This was partly because some local authorities, especially Cambridgebridge, already have substantial schemes in operation.

Guidelines will therefore be sent to local associations involved in negotiations. These are bound to increase if



Dave Marshall: law of the jungle

The Conservatives are re-elected and fulfil their promise to insist on all secondary and large primary schools having control over their own budgets within four years of legislation.

The NUT wants to ensure that the staffing budgets cannot be cut to fund other purchases for individual schools. Teachers are particularly worried they will be asked to cover for absent colleagues more often and that posts will be empty for longer than normal.

Staff must also be represented on the financial control committees of schools, says the union, which in the end may endorse industrial action if guidelines are not followed.

Bradford teachers urged stiffer opposition. Mr Jim Hughes told members not to be complacent in the Government onslaught on local education authorities, while Mr Dennis Farrell commented: "Most heads I have worked under I would not trust to run the tea club, and now they are going to be given millions of pounds to spend as they want."

Mr Rick Davies, from Cambridgebridge, however, spoke for the majority in the conference hall when he argued: "Non-co-operation with such schemes is a non-starter because the Government can railroad legislation through."

The union executive was rebuked over its "inadequate" response to yet another of Mr Baker's favoured policies, the establishment of city technology colleges. Leeds representatives distributed a leaflet complaining at the union emphasis on local lobbying to stop the formation of CTCs, including talking to local Round Tables. The teachers argued that a national publicity campaign, backed up by the threat of industrial action, should have been launched.

Delegates showed their agreement by referring back part of the executive's report. The leadership will now be expected to issue sterner advice.

James Meikle

## Row reopens

Brent headteacher Miss Maureen McGoldrick accused left-wing teachers of launching a new attack on her six months after her much-publicized reinstatement at Sudbury Infant School.

In an emotional speech, that won a rousing ovation, Miss McGoldrick talked of her shock and disbelief when she was suspended at the end of the 1986 summer term for an allegedly "racist" remark.

Miss McGoldrick returned to school on November 5, while the union was still pursuing legal action against Brent Council. But she told Lambeth teachers who criticized the NUT's handling of the affair: "I see it as a further attack on me by members of my own union."

## Debate stifled

Eight expelled or suspended members of the NUT in Inner London are divided over pursuing their battle for reinstatement through the courts.

Mr Mike Loosley, secretary of the Inner London Teachers' Association, obtained an injunction which allowed him to attend the conference as a delegate and he will continue to represent ILTA in redeployment negotiations.

But Mr Dick North, the ILTA treasurer until his expulsion, has said he will not take any legal action. "I don't want any judge telling us how we should conduct affairs in trade unions," Mr North will, however, apply to the High Court to prevent the expulsion of a member.



Gotchal Outgoing president Bob Richardson (left) has difficulty in letting incoming president Ian Morgan with his badge of office.

## Debating how to deal with the cuckoo's eggs

Sir Keith Joseph - you remember him? He was the nice one, said one delegate at this week's NUT conference got to grips with the gargantuan task of reacting to the current Education Secretary's string of initiatives.

They knew how to oppose Sir Keith. They could "totally condemn" his "intransigence" over the pay dispute "deplore" his refusal to earmark extra resources for the service and watch while he agonized over its future. But with Kenneth Baker it is somehow different. They have already lost their negotiating rights, may soon have a new national curriculum imposed upon them and are seeing their employers (the local education authorities) become conscripted, too.

In one sense, they have something to thank the present Education Secretary for. Never before has the first morning of conference become such a rallying point for those disaffected with the government of the day.

Conference usually begins with polite applause for a few pleasanties from a local dignitary, quietly listening (perhaps with the occasional hiss of disapproval) to their local government guests, and one or two non-contentious fraternal greetings from the world of education.

Instead, the first warning note about the Government was sounded by the visiting local mayor - a Liberal and ex-teacher, Mr Leslie Mason.

The employers' leader, Mr John Pearson - who professed himself to be "on the lengthening list of endangered species" - followed with a broadside against Mr Kenneth Baker. He described him as "the merry cuckoo" who had already "thrilled shrilly" this spring with his plans for devolving spending to headteachers, removing negotiating rights and legislating for a national curriculum.

They could thank Mr Baker, too, for staging their new "moderate" president, Mr Ian Morgan, into a robust defence of the education service.

Not for him the tub-thumping of past presidents - he never even mentioned industrial action once during his oration. Instead, we had a thoughtful, probing defence of the virtues of a rounded education which earned him a standing ovation for issues not always associated with NUT presidential addresses, including a defence of art galleries and museums.

There was the union, too, which came from the first-ever address to an NUT conference by a leading official of the National Association of Schoolmasters/Union of Women Teachers - its treasurer, Mr Len Cooper. He blushed slightly at the ovation he received before speaking even a word, saying: "I only wish, Mr President, that I could get a similar reception at my own conference."

There was, however, less accord within the NUT over the big question: How do you tackle the Baker initiatives?

Do you - in the words of Mr Gordon Green, past union president, when defending the executive's position of going into talks over the proposed legislation for a national curriculum, stick with "a moderate and sensible approach" or insist that the union should take a test of its own?

Or do you - as Mr Jim Hughes, from Bradford, advised when proposing a motion declaring outright hostility to the other Baker plan - local financial management - reject the executive's philosophy of "no declaration without representation"?

In the end, it was a mixture of both. The executive won the day on local financial management as the conference agreed there could be "some beneficial effects" from locally agreed schemes, provided safeguards over staffing and conditions were met.

On the national curriculum, however, the executive was routed as an amendment inspired by the Socialist Teachers' Alliance committed the union to outright resistance of Mr Baker's proposed benchmark tests 7, 11 and 14 - including a possible refusal to prepare pupils for them.

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Y				

## Platform line

While all the talk from the executive at the NUT conference in Eastbourne this week was about the need for unity, it spent much of its energies trying to shut the non-compliant London Left into a sliding.

Little wonder, then, that the conference hotel bars were buzzing about what happened to the demo planned by the Inner London Teachers' Association to protest on behalf of the expelled or suspended ILTA Eight.

The original demo (it eventually went ahead on Monday) was said to be taking place on Saturday. The turnout comprised one demonstrator, a dozen protest placards, and a member of the Esperanto society and van loads of riot police, who left disappointed.

The explanation may have something to do with British Rail's local arrangements. Rumour has it that an ILTA rent-a-mob got on the wrong half of the Eastbourne-bound train, which then split - sending them to historic Hastings.

Needless to say, the ILTA teachers denied it. "It's a place of vicious propaganda put about by the executive to discredit us," quipped the ILTA martyr, Ms Jane Shallice.

## Apartment apart

One internal visitor to the conference, who may well have been in Hastings at the time, was Mr John Pearson, chairman of the Association of Metropolitan Authorities' education committee. He rose to fame as the local authority leader whose shuttle diplomacy between Coventry, Nottingham, London and the like did most to try to hold together the ill-fated pact on pay and conditions hammered out last year with the help of Acat.

What is not generally known is where Mr Pearson went to escape all the hassles and pressures of his job. It turns out he owns a flat in Hastings, where he was staying this week, away from the splits and somersaults at Eastbourne.

One of them, Mr Mike Loosley, the general secretary of ILTA, managed to get into the conference via a High Court injunction restraining the union from suspending him pending a full hearing. As he informed them when he

came, he had arrived "via the High Court and through a line of policemen". However, as he sought to defend his colleagues still barred from the union he let slip an unfortunate "double entendre" by declaring: "On one side there are those of my colleagues who ought to be inside. Inside where mumbled some executive members."

The internal row took on an element of farce when Mr John Esterson, one of the three members expelled from the union, addressing a fringe meeting on the subject, moved his chair so far to the left of the platform to accommodate all the other speakers that he fell off. Wry smiles all round.

The conference did not give them the time to debate their grievances fully as the president, Mr Ian Morgan, declared it was all now now now thanks to Mr Loosley.

Mr Morgan was, however, more than ready to talk about the education service's problems and he spoke scathingly of MPs who had been lobbied by teachers and repelled with "briefing notes which had the intellectual intelligence of a gnat."

At least delegates must have been heartened that their leader for the forthcoming year was well-equipped to deal with the battle ahead. As Mr John Pearson, the Labour employers' leader, said: "If only some of our politicians could take a leaf out of his book."

## Horne's dilemma

Malcolm Horne, the union's vice-president, earned his spurs in the union through his commitment to anti-racism and, two years ago, helped to pioneer a change in the union's rules to make it a disciplinary alliance to act in a racially offensive way to another member.

Two years on, how many members have been hauled up before the union under that clause? One - Mr Horne himself.

The disciplinary hearing cleared him of the charge that he did brush up against a black Hackney member and - despite the time taken up with hearings - he is still a keen advocate of the rule-change.

## Acronym

# Teacher leaders decide to sheathe 'no cover' weapon

Refusing to cover for absent colleagues is being dropped as a major "weapon" in new guidelines on action that were revealed at the conference.

The NUT and the National Association of Schoolmasters/Union of Women Teachers are advising members to cover for up to three days as required by new legislation.

The union leadership deny capitulation to the Government-imposed conditions of service, however, and say the guidelines are simply to protect members. The NUT executive is worried that refusal to cover, one of the most commonly adopted forms of action in previous disputes, could lead to deductions of pay, fines and legal costs. It defeated an attempt by delegates to continue to employ the weapon.

The union leadership prefer to point to the disruption that will be caused from September by a rigid number-counting exercise when teachers refuse to do more than 1,265 hours work a year at the direction of headteachers or local authorities. A week's ski-ing trip could thus eat up "three weeks' worth" of school time, for instance.

However, Mr Nigel de Gruchy, deputy general secretary of the NAS/UWT, said that "no cover" action was still possible. The advice only related to "day-to-day" life under the contract imposed by the Education Secretary.

The cover guidelines will infuriate many teachers. Requirements to step in for absent colleagues have been opposed in local disputes all over the country and the advice that teachers should stick to local arrangements - where they are better than the imposed conditions - will do little to lower the temperature. At present, such action is still continuing unofficially in Inner London, Leicestershire and Leicestershire. Teachers in Leicestershire are having their pay docked.

Many delegates at the NUT conference had not even seen the guidelines. Their executive tried to keep them secret until the start of term, because of an arrangement with the NAS/UWT to plan co-ordinated action throughout the summer. NUT members have been supporting a programme of selective strikes and other action short of strikes in protest at the loss of their negotiating rights.

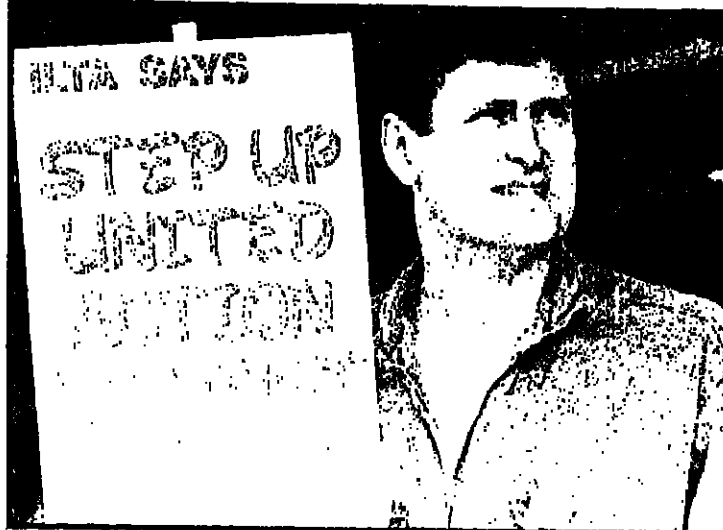
Delegates, however, rejected a motion calling for an immediate escalation of industrial action. This had called for a joint conference with NAS/UWT to carry on fighting "as far as possible in agreement" but demanding non-compliance with the contract, immediate refusal to cover, and withdrawal from all activities outside school hours.

Mr Gordon Green, for the executive, compared the Government's stripping away of trade union rights to the actions of Nazi Germany and Fascist Italy, but he called for self-discipline. To miss the opportunity of NUT - NAS/UWT unity would be suicide, he said.

And union vice-president Mr Malcolm Horne warned that the campaign must be fought taking account of its length, resources and public opinion. But Mr Mike Loosley, secretary of the Inner London Teachers' Association, claimed the new guidelines signified "that the union has capitulated in the fight against Baker. They are a dictatorial head's charter". ILTA members returning to "no cover" action next term faced deductions from pay he said. (Up to now, the authority has threatened, but not carried out, the penalties.)

Mr Ian Murch, a rebel executive member from Bradford, said that the NUT had only set aside £520,000 to support members on the current programme of half-day selective strikes. The total sustenance fund stood at £7.5 million. "Is it to be that we go out with a whimper or do we continue to fight for a basic right?"

Mr John Poole, from Brent, warned that the more militant "kamikaze" approach would wreck both the campaign against imposition and the union itself. "Non-compliance would be the



Calls for an immediate escalation of industrial action were defeated

road to ruin in our union, the road to bankruptcy, the road that Thatcher was more than ready to see the NUM and SOGAT follow," he said.

The executive easily won its case, by 127,261 votes to 88,536 on a card vote, after a former president, Mr Gordon Green, had broken with tradition by issuing a political election warning. "This Government deserves no support from teachers of this country and every Conservative candidate in the country should be made aware of that fact."

●A fresh attempt to step up industrial action and to resist the imposition of the new pay structure and contract for teachers was narrowly defeated by 111,822 votes to 100,305 on Tuesday.

Delegates then voted unanimously for continuing joint action with the NAS/UWT - a decision that prompted sustained applause.

Executive member Mr Don Winters described the motion - which was also put to the NAS/UWT conference in Bournemouth - as "historic".

The joint resolution calls for the immediate restoration of negotiating rights and describes the new Teachers Pay and Conditions Act as "an unjustified attack on the fundamental democratic rights". It says the Government's action is "incompatible with the delivering of a high quality education service" and commits both unions to continue with their joint action. Delegates also agreed a pay claim for 1988/89 - calling for a return to Houghton pay levels and a basic professional scale rising to £18,000.

Mr John Poole, from Brent, warned that the more militant "kamikaze" approach would wreck both the campaign against imposition and the union itself. "Non-compliance would be the

# Radice's call for strike moratorium rejected

A moratorium on strike action by teachers in the period leading to the general election has been called for by Mr Giles Radice, Labour's education spokesman.

He told an official fringe meeting at the NUT conference that strikes would divert public attention during the election campaign from the Government's "failure" on education.

He attacked the Government's record for creating books and equipment shortages in schools, shabby classrooms and for its under-investment in schools.

Instead of striking, he urged teachers to join the political campaign for a better education system.

"You are articulate people, you can write letters. This is the time for you to exert maximum pressure on public opinion. Above all, you need to influence parents, because it is their votes which are going to decide the outcome of this election," he said.

Referring to an opinion poll carried out before the last election by the TES, which showed that most teachers would vote Conservative, he said: "I don't want that to happen again. I want you to join in with the Labour Party to increase investment in education and to raise standards."

"Between now and the election, it is essential that none of us who are genuinely concerned about the future of our schools does anything to distract public attention from the Government's record of failure in education, and from the case for a policy of renewal and expansion for the education service."

But the moratorium call was rejected by Mr Fred Jarvis, NUT general secretary, who said: "We did not start our action at the request of Mr Radice or the Labour Party, so we're not going to suspend it at their request either."

But Mr Jarvis left the way open for a suspension of action once an election had been announced. The NUT would then discuss its policies on action with the National Association of Schoolmasters/Union of Women Teachers, he said.

He said the union would challenge candidates of all parties about their policies. "There is no doubt the next general election is of overriding importance. There is now a crisis in the service and a threat to the future of education."

Jeremy Sutcliffe

## THE ROYAL SOCIETY

### SOIRÉE EXHIBITS - AN INVITATION TO SCHOOLS

For many years schools have been invited to send small parties to view the exhibits of scientific interest prepared for display at the Royal Society Soirées. Guests at the Soirées include politicians, civil servants, academics and Fellows of the Royal Society. This year the Society is able to invite school parties to visit on two separate occasions. In each instance groups of senior pupils (led by a teacher) are welcome on a "first come first served" basis.

### INDUSTRIAL SOIRÉE

Last year the Society held its first Industrial Soirée, in support of Industry Year. A similar event is being held this year, demonstrating links between basic research and successful commercial products and processes.

Schools are invited to send parties to the schools' viewing day on Thursday 7 May 1987 between 9.45 a.m. and 12.30 p.m. (In special cases arrangements can be made for viewing between 2.30 and 5.00 p.m.). Applications (see below) should not arrive later than 1 May.

### TRADITIONAL SOIRÉE

The Society will also continue to hold traditional Soirées, demonstrating recent advances in basic research (and where appropriate their applications).

Schools are invited to send parties to the schools' viewing day on Thursday 18 June between 9.45 a.m. and 12.30 p.m. (In exceptional cases arrangements can be made for viewing between 2.30 and 5.00 p.m.). Applications (see below) should not arrive later than 12 June.

Teachers interested in accompanying parties on either occasion should telephone or write to Jill A. Nelson, The Royal Society, 6 Carlton House Terrace, SW1Y 5AG (Telephone 01-839 5561, ext. 266) as soon as possible and at the latest by the dates given above.

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## SCHOOL TO WORK

# James Meikle concludes his reports from the Assistant Masters and Mistresses Association's annual conference

## Union confirms importance of being earnest

The assistant masters and mistresses are happy with their association's rather archaic name, reminiscent, one critic suggested, of the era of the hansom cab.

The earnest title, defended against alternatives such as the Assistant Teachers Association, sometimes seems at odds with the modern London offices, the well-produced glossy publications, and high-profile, highly-quotable deputy general secretary, Mr Peter Smith.

But then, most members do not seem to worry about image in a Kenneth Baker, always-on-the-television, sort of way. They are serious-minded professionals.

Their assembly at Harrogate, therefore, lacked the vim and vigour of some union conferences and individual whingeing was kept to a minimum.

Asides would trivialize an important issue, said one speaker to the chagrin of the press bench. "You should not see that as a matter of no confidence," said another teacher after a debate in which union negotiators had been heavily criticized for not consulting grass-roots opinion properly during the long-running pay dispute.

Assembly refused to allow criticism of city technology colleges to be widened into an all-embracing attack on all the "unfortunate interventions" of the Education Secretary.

Members opposed a legally-imposed national curriculum in another debate and having decided once to press on with their PR and lobby campaign against the Government suspension of their negotiating rights, they voted not to consider the proposal all over again.

Such moderation and economy is not common at conferences. Baker-bashing was indulged in, but there was little over-indulgence. Suspicion was evident, however, in the debate on financial management being devolved down to schools. Local authorities could be encouraged to avoid their own responsibilities for funding the service adequately, assembly feared.

It became the first union conference to support the framework of a general teaching council for the self-regulation of the profession, and, in a more



Peter Smith: high profile

politically-contentious debate, educational arguments were made for changing the law on the use of schools by political parties.

Teachers from inner London and Bradford said the threatening presence of right-wing groups had undermined the work of generations of teachers in racially-sensitive areas, and delegates agreed that school premises should not automatically be available for electioneering meetings.

There were moments when the temperature rose in the conference hall with horror stories of stress, damage to teachers' health, and of state of buildings. One speaker urged members to walk out of classrooms that were not considered safe and said that at his school in the last year more days were lost because of the need for emergency maintenance than because of teachers' industrial action.

Endorsement for the four-term year came after some speakers seemed more worried about their holidays than the possible educational benefit for children, though a final policy

decision will be made by ballot.

Yet, there was no debate at all about sexual issues, the law and teachers' responsibility, a subject which got much publicity in terms of newspaper column inches. However, a guidance note from headquarters had presumably covered most of the issues and members of AMMA clearly trust their leaders, notwithstanding the "not a no confidence" motion.

This was evident from the applause given to one of the joint general secretaries, Geoffrey Beynon, who was attending his last assembly, and who has the respect of all the unions, even though his name is hardly known outside the inner-circle.

There is trust, too, in the AMMA financial experts, although a few members wanted the executive to reconsider £1 million worth of investments on "ethically sound" lines, alleging that 16 out of 26 companies in the portfolio had connections with South Africa, two were linked to weapons manufacture, and one was involved in gambling.

A letter from one of AMMA's brokers, who believed none of the companies he was responsible for had significant interests in South Africa, was read to assembly and next business was moved.

This means that AMMA retains a holding worth about £40,000 in Hanson Trust, sponsors of the first CTC in Solihull. (The National Association of Schoolmasters/Union of Women Teachers and Secondary Heads Association have pulled out on financial grounds, while members feel ethically happier.)

AMMA's combination of earnestness, reluctance to strike (far more evident at assembly than the recent ballot against even a half-day protest suggested), and advice to members obviously goes down well with the punters. Now claiming an overall membership of 123,000, the association has more than 87,000 members in English and Welsh state schools and another 2,200 applications have arrived at headquarters since the beginning of March.



Handwork: composer Sir Michael Tippett temporarily took up a front line in foundation stone for a new music centre at the Stonor School, the White Independent for girls - but seems to have found time for his first love with a bit of impromptu conducting while speaking to pupils.

## Snap cut hits Cardiff in-service training

by Brian Morgan

In-service training for teachers and pupils throughout south-east Wales has been hit by a sudden spending freeze at University College Cardiff.

Expenditure has been forbidden on courses which were not under contract by March 31. Highly-regarded courses run by Cardiff's education department in social studies, creative arts, and a language course that has been run since 1969, cannot now be administered from within the faculty.

Mrs Mair Price, tutor-organizer for in-service courses, had no warning of impending cuts, and has had little time to reorganize funding for courses popular with schools throughout Mid and South Glamorgan and Gwent.

A course in jazz went ahead as planned, but a dance course was initially cancelled. South Glamorgan dance association has since stepped in to help with finance, but teachers and pupils will be asked to pay a voluntary fee.

Mrs Julia Longville, chairman and secretary of the dance section of the

college's creative arts association, teaches PE in Whitcomb high school Cardiff, says that 100 pupils are expected to attend the dance course if it can be saved.

A sixth-form conference in religious education is to be paid for by a South Glamorgan Christian movement. Mr Price says that teachers in south-east Wales value these courses highly as opportunity to cross authority boundaries, benefiting from the experience of others.

Courses cover 17 curriculum areas and are thought to be unique in scope and extent in Britain. When Mrs Price returns to campus next week, she will be seeking funds to keep courses alive.

Seven language courses, for example, could be supported by the National Association of Teachers of English.

Courses depend on the help of professionals from outside education and until funding is restored organizations must rely on voluntary goodwill. A course on careers in broadcasting of April 29 is to be paid for by the BBC.

## Critical view of gender roles urged

Sex education in schools should routinely include information on homosexuality and lesbianism, presented in straightforward and positive terms, according to a new publication from a local branch of the National Union of Teachers.

Staff at both primary and secondary levels ought to be much more prepared to encourage children to take a critical look at traditional gender roles and to examine their own assumptions of sexual stereotyping, says the book produced by the City of Leicester Teachers' Association.

The publication, brought out to coincide with the NUT's annual conference at Eastbourne, calls on the union to make an explicit commitment to lesbian and gay rights.

It also urges greater sensitivity towards homosexual pupils and for its inclusion in Aids prevention lessons of material "aimed at combating the current hysterical persecution of gay men".

The book was written by the Leicester NUT lesbian and gay rights working party, and includes contributions from gay and lesbian teachers.

Outlets in the classroom: Lesbian and Gays in the School Classroom, is available from the City of Leicester Teachers' Association, 4 Roper Street, Leicester LE1 5XH, 11.95.

## Job advisers challenged to tackle racism

by Diane Spencer

Careers officers should take a more aggressive stance against racism in the labour market, researchers say.

A report from the Centre for Research in Ethnic Relations at Warwick University argues that "the common passivity of many officers, which they defend in terms of lack of power, can look suspiciously like an excuse for doing nothing".

The careers service holds a key position in the labour market and has the power to affect the futures of black young people, who are often more dependent on the service than are white youngsters.

Mr Malcolm Cross and Dr John Wrench gathered information on 3,000 young people in nine areas of the country from careers service files and interviewed 80 officers.

They found that Afro-Caribbean boys were more than twice as likely as white peers to be put on a scheme covering training workshops and community projects as a first recommendation.

One reason officers gave for this type of placement was the reluctance of black youths to travel to other schemes further from home. And faced with hostility and discrimination, youngsters often chose to stay together on schemes run by black voluntary groups.

Careers officers often felt they lacked power to challenge racism so channelled black youngsters away from potentially hostile situations.

Instead of opting for the easiest route, officers should take legal action against employers, or at least threaten it, as this had usually caused employers to change their procedures and begin to implement equal opportunities, the report says.



Hot shot: Edward Bond, a pupil at Eton, is restoring a 100-year-old Maxim gun, the pride of the college armoury, for his A level in design and technology. He is pictured casting a new swivel arm for the tripod. Edward's enterprise won him £250 in the BP Youth and Industry scheme, which encourages youngsters to restore an industrial artefact or create a new one.

## Human resource centres to open

The first handful of a planned national network of "human resources" centres, intended to offer advice on all forms of learning, will open during the next two months. The Institute of Training and Development aims to establish 30 centres with a paid staff of nearly 1,000 within a few years.

The centres initially will concentrate on training and open learning, the field the ITD considers is most urgently in need of expert help and in which it already has wide experience and expertise. Its staff will offer to help companies plan and run training, and tell people how to make the best use of facilities such as the Open College.

But the institute insists that the centres - the first are to be in London, Glasgow, Manchester and Birmingham - will eventually deal with the full spectrum of learning, from pre-school education to retirement courses. Mr Derek Wake, its group managing director, said: "The whole concept of human resource development means rejecting the fragmentation of educational and training activities."

It is about managing and making available all the resources which contribute to the development of the individual, whether in an academic context, at work, or in society."

The ITD, formed in the mid-1960s, has for most of its existence been a small and narrow professional body for industrial training managers, overshadowed by organizations such as the Institute of Personnel Management - which at one point nearly took it over - and in contact with only a small proportion of trainers in industry and further education.

It carved itself out providing information and technical advice for about 6,000 members, who had taken its professional exams.

But a year ago, the ITD decided it was sitting on a goldmine of expertise, readily marketable to those grappling with the expansion of training and management education - both within the big new Manpower Services Commission-funded programmes and in private company schemes. It gave Mr Wake, then its deputy chairman and former principal of the Institute of Management Education, the go-ahead to set up a group of trading subsidiaries to market its know-how.

The new companies have found a ready demand for their services. In a year, they have produced more than £250,000 of profit for the institute by training FE staff on MSC schemes, selling open learning packages, and promoting conferences and exhibitions - as much as the total subscription income from the rising membership, now some 7,000 individuals and 300 organizations.

Earlier this month, the ITD sponsored jointly with the MSC a big Human Resources Week exhibition and conference addressed by a series of leading figures from industry and education, headed by Lord Young, the Employment Secretary.

Lady Platt, the chairman of the Equal Opportunities Commission, announced then that the ITD was settling up a council to act as a national forum for everyone involved in human resource development.

Mr Wake, who has discussed his scheme with Lord Young and MSC chiefs, says the network will be established much more quickly if he can persuade them to provide Government money for it.

Edited by Mark Jackson

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## SUMMER OPPORTUNITIES

### FOR PROFESSIONAL DEVELOPMENT AND INTERNATIONAL DIALOGUE

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22-31 JULY

**WOMEN IN EDUCATIONAL LEADERSHIP:** JACQUELINE WOODS, Director of American College Testing and a leading figure in the American Association of Women in Higher Education, leads a transatlantic debate on career opportunities, legislation, discrimination and other impediments, with contributions from several British women educators.

22 JULY - 5 AUGUST

**CURRENT DRAMA PRODUCTIONS IN LONDON I:** NICHOLAS DROMGOOLE, Sunday Telegraph critic and Dean of Arts at City of London Polytechnic, sets off a critical analysis of some of the season's plays and performances, with comments from actors and directors.

**MUSIC IN LONDON I:** ADRIAN SUNSHINE, distinguished American conductor (Leningrad Philharmonic, national orchestras of Hungary, Romania, Portugal etc.) and MD of the London Chamber Players) surveys and analyses the season's programmes and performances at rehearsals and concerts.

**ART HISTORY I:** FINTAN CULLEN, lately teaching at Yale and writing for The Burlington Magazine, Apollo and the Irish Arts Review, concentrates on the 18th and 19th century British artists in the London collections, utilizing the thematic approach and incorporating the latest research developments.

**CONTEMPORARY BRITISH NOVELISTS:** MARY RUSH, modern literature specialist at the Institute of Education, surveys the current writing scene with comments from writers and critics.

**LEARNING TO READ:** GABRIELLE MAUNDER, of St Mary's College, an authority on reading and literacy, and children's literature, surveys current methodology, materials and research in this vital and universal theme.

**PHYSICAL EDUCATION IN CRISIS:** RICHARD FISHER, Vice-President of the Physical Education Association, Co-ordinator of the International Seminar on the Gifted in Sport, lately visiting lecturer in the USA, leads a transatlantic study of a confused scene in which PE and sport - especially, in some quarters, team games - are under threat at the very moment western society is moving into the so-called age of leisure.

**CONTINUING EDUCATION:** SUSAN WEIL, a continuing education specialist attached to the Centre for Staff Development in Higher Education, is co-ordinator of SRHE's Group on Continuing Education, and consultant to many organisations. An American, she will lead a transatlantic debate on CE practices, policies and partnerships, and study how traditional institutions and recent initiatives are meeting the challenge of societal change.

**THE CREATIVE PROCESS:** TREFOR VAUGHAN, of the Institute's Department of Child Development and Educational Psychology, leads a transatlantic study of the ways in which ability and talent in young people is recognised and encouraged, and looks at current research, programmes and materials.

5-14 AUGUST

**LEADERSHIP & PERFORMANCE ASSESSMENT IN HIGHER EDUCATION:** RICHARD MILLER, Co-ordinator of the Higher Education Programme at Ohio University and author of several standard works, will debate the nature of leadership, its concepts, styles and roles, and look at transatlantic contrasts in leadership and the various methods of assessment.

5-19 AUGUST

**CURRENT DRAMA PRODUCTIONS II:** NICHOLAS DROMGOOLE selects another group of plays for critical review. **MUSIC IN LONDON II:** ADRIAN SUNSHINE analyses another group of summer season performances.

**ART HISTORY II:** MONICA BOHN DUCHEN leads a critical survey of contemporary European paintings in a broad sweep of the London museums and art galleries.

**THE MUSEUMS AND EDUCATION:** GRAHAM CARTER, Head of Education & Interpretation at the renowned National Motor Museum, Palace House, the Maritime Museum, and the Beaulieu Estate, surveys and analyses the educational role of museums, and their relationship with the formal education system. He has been chairman of the Group for Education in Museums.

**PUBLIC SERVICE BROADCASTING:** ANGELA SPINDLER-BROWN, independent TV producer and visiting lecturer at the Open University, studies the BBC as a pioneer in PBS and educational broadcasting, and surveys the contributions of the independent TV and radio companies, the Open University and the soon-to-start Open College.

**EDUCATION, TRAINING & EMPLOYMENT:** CLYDE CHITTY, of the Post-16 Education Centre, leads a transatlantic study of the education-training-employment interface, the impact of recent legislation and government investment in training and job creation schemes, and the need for more and improved resources in a field of vast importance to all nations and regions.

**CONTEMPORARY BRITISH PLAYWRIGHTS:** RONALD HAYMAN, the noted scholar, writer and The Times critic, analyses the work of some of today's leading playwrights, and assesses examples of their work on the London stage, with commentaries from playwrights and directors.

**EDUCATION FOR THE TRAVEL & HOSPITALITY INDUSTRY:** PETER JONES, Degree Course Leader in Brighton Polytechnic's Department of Hotel, Catering and Institutional Management, former restaurateur and hotel chain executive, and textbook author specialising in the behavioural sciences as applied to the hospitality industry, surveys the programmes preparing entrants and mid-career workers in an industry that is crucial to the economic health of most western nations, compares provision on both sides of the Atlantic, and studies the prospects for more academic cooperation.

To encourage British and other European participation, the already modest Registration fees have been reduced by the Institute to only £150 for the 2-week courses and £125 for the Leadership seminars. It is hoped LEAs and other in-service funding bodies will top up the Institute's contribution. Please note: the fees do not include the cost of field trips (usually only a bus or Tube fare) or concert/theatre tickets.

Accommodation is available in conveniently located student residences at only £11 per night bed and breakfast.

Application form from James Platt, Administrative Director, CEDAR International, Institute of Education, 20 Bedford Way, London WC1H 0AL. Telephone enquiries to Jean Farr, Administrator, CEDAR International, on (01) 635 1500 ext. 225.

Concurrently, CEDAR is organising 13 courses lasting 4 weeks on contemporary education and society, mainly for those taking higher degrees. Details from the CEDAR office.

## BEHIND THE POWER

## POWER to the People

'Behind the Power' and 'Power to the People' are two of the most recent films from the Central Electricity Generating Board. 'Behind the Power' (27 minutes) illustrates the extensive research underpinning the Board's key activities. 'Power to the People' (24 minutes) includes extensive use of archive footage, and traces the fifty year development of the National Grid. Both titles are available in both Film and Video formats.

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The exam system springs into action soon. TES correspondents report on the successes and failures of its counterparts abroad



If the cap fits: Russian girls show off their school uniform finery in Moscow's Red Square

## More testing times under glasnost

### SOVIET UNION

Schools examinations are regarded with awe in the Soviet Union. There is a whole ritual of being decorously dressed and groomed for the occasion. In many places, the traditional best school uniform for girls is still a white frocked apron over a dark dress, and the younger ones wear a big white butterfly bow in their hair.

Pupils are examined orally, one by one, standing before a panel of examiners, mostly unknown but possibly including teachers from their own school.

At the end of the school year, the building is hushed. The younger children have already started their holidays so there will be no noise to distract the members of classes 8 (14-year-olds) and 10 (16-year-olds), whose hours have come. Families suffer in sympathy and no one would think of wishing a candidate good luck for fear of tempting providence.

The children who have finished class 8 need to pass exams in Russian language and mathematics before they can leave school to attend a two-year technical course. This is designed to fit them for an adult job, but at the same time they follow an additional two-year school programme at evening classes. Those who wish to stay on at school for another two years also need

to pass the Russian language and maths exams to move up to the ninth class. The main school-leaving exams are taken at the end of the full 10-year course, and the pupils' chances of higher education depend on those results.

Long ago, annual exams were the rule, but they were certainly not one of the best features of the school system. They were retained in the Ukraine, but have been out of favour in most parts of the country for many years.

Now that *glasnost* is sweeping the Soviet Union, educational reform is in train. From time to time, there had been talk of changing the syllabus, the number of years of schooling, and of raising or lowering the ages of starting and finishing school. Changes were made in some republics, particularly on the question of the use of national languages.

In recent years, methods of introducing modern computer science to the classroom have caused much concern, and this has led to many significant innovations. However, the examination room has remained untouched. Oral examinations have continued to predominate, held only at the

end of the eighth and tenth school years. An article on examination stress in the Young Communist paper, *Komsomolskaya Pravda*, set forth a number of changes to the exam system, due to be introduced during this year and next. The most important would seem to be that of holding examinations for junior classes at the end of the summer term, starting with class 3 (nine-year-olds).

This, to the Russian parent, will be hard to swallow. Examinations are, they believe, for young adults, or at least for teenagers who are looking forward to further study if not actually to holding down a grown-up job in the near future. They have nothing to do with primary schooling at all. The innovation is to be brought in at the end of this summer term for classes 3, 4 and 5.

The second novelty is that these examinations will no longer be oral. Written papers will be required. When classes 7-9 are scheduled to start their exams in the summer of 1988, they will be examined orally in whatever subjects are selected by their own teachers besides the written exams expected of the junior classes.

Once again, the children will no doubt accept whatever their teachers prepare them for, but the parents,

remembering their own childhood, will be likely to look back on a golden age in comparison with the demands on their own unfortunate offspring.

A Soviet Ministry of Education official said that changes in the educational system had been made to improve quality by "rooting out a mania for marks" and raising standards. He maintained that pupils' knowledge was increased by 5 to 7 per cent by having annual exams. But school doctors and children's psychologists find the condition of eighth-class pupils at exam time beyond anything they have ever experienced.

"They take tranquillizers, they are nervous, they lose their tongues from fear, they cry," says one consultant, "and this is the eighth class. Whatever will happen to the younger children?"

The director of the Institute of Educational Psychology asks why the Ministry of Education never asked for an opinion on the new step.

Another critic says that the re-institution of exams for younger children seems a useless and unkind experiment. "Do we really need these exams today, or are they only necessary to give the appearance of ministerial activity?"

Jennifer Louis

## Fresh lease of life for bilingual studies

A major research project to assess bilingual proficiency at secondary level is being launched by the International Baccalaureate Office.

It will encompass the piloting of a new exam, for bilingual pupils who study through the medium of a second language, which is likely to affect the status of second-language teaching in international schools.

Mr Arturo Tosi, the project director and IB chief examiner for Italian, outlined the need for a new exam at a recent European Council of International Schools conference in Vienna on English as a second language.

He said the current IB language examination system failed to test the achievement of second language immersion students and allowed unfair competition in foreign language examinations.

Under the current IB system, bilingual students take two language exams, A and B, which were originally derived from the native language and literature and foreign language exams of national education systems.

But since reform in the mid-1970s, students have been allowed to take language A and B exams in any combination of their language of instruction, their native language or a

third language. A and B exams being taken by different students. The variations included second language students enrolled in the literature based, A-exam course in their language of instruction and native speakers enrolled in foreign language, B-exam courses.

Mr Tosi proposed a new language exam A2 to test the language skills of bilingual students in either their native or second language. "A2 would be a test of sophisticated language skills, focusing on cognitive and academic operations and assuming the learner's cultural involvement in the language," he said.

The new exam, he suggested, would give genuine foreign language learners the opportunity to be assessed more fairly and would add weight to the IB bilingual diploma, which was currently little more than a decoration, because it is given automatically to all students who take part of the school curriculum through a second language.

"A new diploma consisting only of two language A exams, either two A1s or one A1 and one A2, would give special status to students who achieve a very high level of competence in two languages," Mr Tosi said.

The deputy director-general of the IB, Mr John W. H. Brown, described the project as a "major step" which was recently given

the go-ahead to investigate an improved bilingual curriculum and bilingual diploma by the IB executive committee, as "one of the most important research activities we are involved in. For the first time we have a serious study which acknowledges from the start the importance of bilingualism," he said.

The estimated three-year, £150,000 project will have three phases. Data will first be collected at pilot schools in Europe, Asia and North and South America. Then experimental syllabuses and tests will be devised and sent back to schools to be tried out in the third year.

The exam is likely to be piloted in English, Italian, Arabic, one other European and one other non-European language, and then, over 6-12 months, to be transferred to the 60 or so languages examined by the IB, using the organization's experience of standardization.

Mr Tosi said: "I am keen to involve languages representative of similar ethnic minorities within national systems of education. The IB will be in a position to offer syllabus and testing guidelines and teaching materials which could be used to help develop mother-tongue tests and syllabuses in

## 135,000 go down and out of class

### ZAMBIA

The long-awaited results of the seven (end of primary education) examination, which was announced in Parliament by Mr Kabwe, Zambia's Minister of Education and Culture, leaves 135,000 12-year-olds squeezed out of the school system.

This scenario repeats itself year after year, but in 1987 the anguish is deepened by 176,902 pupils who sat the examination at the end of last year, but 42,527 have been selected for the eight this year. This brings the number of school drop-outs to 175,000, thus the grade nine selection examination, 41,101 children in the 14 to 15 age group were also pushed out of school education.

In a hard-hitting leader column the *Times of Zambia* said of it: "Fiasco". "Every year the story is the same. The danger is that the nation may get used to it and begin to consider it normal."

"This drop-out rate, which is essentially a reflection of inadequate schooling places rather than the inability of pupils to pass examinations, is an extremely serious indictment of the Zambia is being run today. No amount of evasion can alter this fact."

"The ultimate test among people how well they provide for the children. Going by this, the present government, Zambians is just not doing well at all. For we are leaving a legacy of educational opportunity because of inadequate education for youth."

The paper added: "This is why a problem needs to be faced squarely. It will reflect upon us long after we have left the scene. Our national philosophy of humanitarianism teaches that man is at the centre of everything. So, even by its own credo, investing in people makes sense."

"It makes even greater economic sense since the returns are much higher than in any other kind of investment. But we are still not investing as much as we could in people through education, both formal and informal. It would seem that the term of school drop-outs is not a new phenomenon. It is a forgotten mistake in the past."

In Parliament, a back-bencher Mr Kabwe said the pupils who had failed to find grade eight places were to be increased the number of places in other social problems. Rises in the prices led to riots across the country, copper belt last year.

## Union leader calls for the demise of chalk and talk

### UNITED STATES

Bill Norris reports on anxieties about the slow pace of technological change in the classroom

Teachers in the United States are expected to leave the profession within the next six years, requiring no less than 23 per cent of college graduates to enter teaching each year up to 1998 to maintain present staff levels.

Mr Shanker called his scheme "phase two" of the school reform movement. But according to Mr William Bennett, the Education Secretary, phase one is already in danger of foundering.

On the day following the AFT leader's speech, Mr Bennett accused the rival teacher union, the National Education Association, of retarding reform by demanding "gobs and gobs of money" before the schools could be improved.

This is polite extortion, he told the Education Writers Association. "This is nothing short of blackmail education reform and holding it to ransom."

Mr Bennett cited examples. In Texas, he said, plans had been abandoned to test teachers' subject know-

ledge. In Maine, North Carolina and Tennessee, proposals for teachers' career ladders - "one of the most fundamental principles of education reform" - were under threat.

Mr Bennett was critical of opposition to raising high school science requirements in deference to the drop-out rate. Higher standards, he said, lowered the drop-out rate rather than the raising it. "Shooting yourself in the foot is one thing, but shooting yourself and American students in the brain is another. That is backsliding."

The Education Secretary's strictures drew instant response from the NEA, whose vice-president, Mr Keith Geiger, accused Mr Bennett of trying to divert attention from his own failings, including the congressional rejection of his bid to slash the education budget by 25 per cent.

"You're not going to reform education without paying teachers a salary to attract the best," he said.

This is not how Mr Shanker sees it. He said of Mr Bennett's speech: "There are states where there are groups saying that 'until we get all the goodies we want, we're not going to move ahead'. But if we take responsibility, I think many of the resources we need will come after we make the moves."

## Moral lessons in patriotism

Who was at fault when those young American marines traded their country's secrets at the US Embassy in Moscow for sexual favours? Their teachers were to blame.

Mrs Jeanne Kirkpatrick, former US ambassador to the United Nations, told the National School Boards Association conference in San Francisco last week that "values neutral" education was at the root of the marines' peccadilloes. It was indicative, she said, of the nation's failure to teach how to be an American, an understanding that would give birth to patriotism and love of country.

To any foreigner living in this hotbed of gun-ho flag-waving chauvinism, Mrs Kirkpatrick's suggestion might seem absurd. The schools might not be doing too well in the reading and writing department, but their inculcation of patriotism appears to have been all too effective.

Nevertheless, the whole subject of "values neutral" education is being

taken very seriously these days. There is a growing consensus that pupils ought no longer to be encouraged to make up their own minds on ethical issues. For, like the marines, many seem to be reaching the wrong conclusions.

The movement to replace free-thinking with a programme of moral guidance in state schools has attracted some strange bedfellows. Conservatives and religious fundamentalists have long been critical of the present policy, which began in the late 1960s, but now they have been joined by such noted liberals as Mr Norman Lear, founder of *People for the American Way*, and Mr Terrell H Bell, the former Education Secretary.

At a Washington conference last week, some 250 religious leaders, educators, textbook publishers, and policy-makers from both sides of the political spectrum reached an agreement. It was time, they said, for the

schools to begin to impart civic virtue, and to take clear positions on right and wrong behaviour and personal morality.

"Values neutral" education found itself blamed by delegates for racial violence, teenage pregnancy, drugs, high school dropouts, and even the current scandals on Wall Street. But while there was a consensus that the qualities of honesty, responsibility, self-discipline and compassion, should find their way on to the curriculum, other subjects posed problems. What of abortion, sex, and AIDS?

The new movement, which could bring about a dramatic change in the tone of state education in the United States, has been welcomed by Mr William Bennett, the Education Secretary. It had, he remarked, exactly what he had been advocating for the past 10 years. Mr Bennett has undeniably been saying this to the schools ever since he took office. Perhaps he should have told it to the marines.



Easy-going life-style, but hard times for British teachers

## The sun may be shining but it's not a holiday

### GREECE

Helena Smith on the drawbacks to private language school contracts

Two weeks after the ruling of a Greek court in Salonika, the British Council is to restate two of its longer serving teachers after the Easter break. The verdict has come at a time when British teachers throughout Greece are reassessing their place in the sun.

The dispute at the council arose over the union activities of Mr Luke Prodromou and Mrs Julia Tanner, who were urging improved pay and working conditions. This campaign brought about their summary dismissal at the close of 1986. Teachers at British Council centres in both Athens and Salonika earn about £320 a month, with no fringe benefits.

Yet the plight of the British Council teachers, many of whom are considering handing in their notice if the present pay negotiations fail to yield profitable results, is an enviable one for British teachers who have found employment in one of Greece's fastest growing industries - the private language school.

Lured by the sun and the leisurely pace of Greek life, native speakers have few problems finding jobs in the *frontier* or private language schools.

These, along with privately-owned fee-paying cramming, have burgeoned as competition for university places has grown fierce. However, despite the fact that the British teacher's role is felt to be an "integral" one within the private language school, few feel entitled to stay on.

Soaring rents, mounting inflation and low salaries locked in a wage freeze imposed by the socialist Government's economic austerity policy until December this year, have already

driven many to packing their bags and going back home.

Unlike their peers at the British Council, where work permits are customarily arranged, along with statutory health insurance, many have experienced horror stories at the hands of a merciless Greek bureaucracy, trying to achieve both. Those who sign contracts in Britain are often misled into believing that such fundamentals have already been dealt with.

"Our positions in these language schools are purely cosmetic," said an exhausted Mr David Gibson, a teacher with 15 years' experience. "We are window dressing. Every *frontier* must have its native speaker, but it doesn't matter whether your degree is in English, education or forestry."

Mr Gibson, who has worked in Greece for more than seven years, could cite only one experience out of the six language schools at which he has taught where there was mutual respect, freedom in what he taught and choice of material. "Difficulties have often been made worse," he said, "by the fact that my employers have rarely spoken English."

Language school salaries, drafted by the Ministry of Labour at a fixed hourly rate, are low and neither take into account qualifications nor experience. Teachers are openly urged to supplement their meagre earnings with plenty of private lessons, but the heavy marking loads and long erratic hours, dominated by traditional "siesta" timekeeping, rarely make this a possibility.

Greece, for all its charm and easy-going life-style is, as the teachers will bitterly testify, no longer a cheap place to live. The minimum rent for a one-bedroom flat is £125 a month and many goods such as electrical appliances and cars far exceed British prices. "It is a fallacy," they said, "that Greece is still a delightfully cheap spot in the sun. Beware of enticing advertisements offering lucrative and rewarding jobs out here."

## Anti-Marxist library purge

### FRANCE

Censorship to protect young people from allegedly harmful literature has again aroused public protest. A few weeks ago M Charles Pasqua, the Interior Minister, had to abandon his attempts to ban several pornographic magazines on the grounds that they were morally dangerous for minors.

This time, children's books are accused of flouting the 1949 legislation. Librarians, authors and the publishing houses, Seuil, Hachette and Gallimard are protesting against the blacklisting of some children's books stocked in public libraries.

The instigator of the campaign for censorship, which is gathering momentum in the Paris area, is Mme Marie-Claude Monchaux. She is a member of an anti-Marxist association, the *Inter-university National Union*. In her book, *Writing to harm*, she denounces a devious plan she claims was launched 60 years ago by subversive Marxists bent on destroying children's moral values.

According to Mme Monchaux, they have taken over children's literature to the point where the 1949 Act is contravened by depicting deceit, violence, sloth or other evil doings in a favourable light.

She has encouraged the mayor of a northeastern suburb of Paris, M Pierre Bernadot, to investigate the children's library in his local library. He says he has found some "horrors" and



Out of harm's way: concern over children's literature

that he feels it is his duty as an elected representative to have them withdrawn and their authors outlawed.

M Bernadot, who refused recently to enrol the children of new immigrants in nursery and primary schools in his locality, is not the only influential convert to Mme Monchaux's theories.

Much to the indignation of librarians, the Paris municipal council set up a commission last October to draw up a monthly list of recommended children's books.

Books have also been withdrawn from the children's sector of a library in the smart sixteenth *arrondissement* on the orders of a councillor, Mme Solange Marchal. She says children's books should develop a sense of adventure, courage and virtue and not plunge them into a terrifying, adult world.

Mary Follain

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## LETTERS



## Infants' staff are still overlooked by head hunters

Sir - Yet again there has been criticism of the lack of opportunities for women teachers to reach senior positions.

What does not appear to have been considered, however, is the unreasonable bias against infant school teachers. Many of these, especially those in senior positions, are at least as well qualified as their counterparts in junior and secondary schools, yet time after time local authorities and governing bodies seem to think that teachers who have elected to work in this particular field are somehow inferior to the rest of the profession.

What is worse, in these days of falling rolls, many infant schools are being amalgamated with junior schools, yet the chances of an infant teacher being appointed to the headship of the resulting primary school are virtually nil. This is totally unfair, but I have yet to learn of any concern about this by the unions. Perhaps there isn't enough political

mileage in it for them?

Before I retired I held a senior position in a comprehensive school. One of my colleagues in an equivalent position had come from a primary school, yet she did the work excellently, because she was a trained teacher.

Similarly, I am convinced that an experienced infant head or deputy head could administer a junior school; the age of the children is really irrelevant.

Perhaps Mr Baker should make it mandatory for senior applicants from infant schools automatically to be shortlisted for posts in primary schools, so that good teachers are not dissuaded from entering this most important area of education, on which junior and secondary teachers build.

A P GRAMSON  
9 Furrowfield  
Kingswood  
Basildon, Essex

## Clear benefit

Sir - In Sarah Bayliss's article (TES April 10) about our recently published book *The Effects of Early Education* mention was made of the possibility that the long-term educational advantages that our research has shown to be due to differences in parent motivation between children, according to whether or not they attended a preschool placement.

A large part of the research was aimed at eliminating the effects of intervening background factors. A variety of analytical approaches were adopted and all pointed to the same conclusion - that attendance at a nursery school or a voluntary playgroup was associated with increased achievement at 10 years.

The pre-school effects on educational achievement were so strong after taking account of social background factors, measures of parental interest in the child's education, and later school experience, that it was the extreme scepticism to think that these were due to other independent "selection factors" not represented by the variables in our analyses.

While we concur with the view of the provision of pre-school educational and day care services can be justified on the basis of the immediate benefits, and the fact that long-term educational benefits can also be demonstrated adds further weight to the argument for such provision.

A F OSBORN and J E MILBANK  
University of Bristol  
Department of Child Health

## Group guidance

Sir - We are a group of concerned parents who are trying to organize an independent, politically-neutral body to represent parents' interests in Newcastle upon Tyne. We hope to achieve recognition by our local education authority and other institutions involved in our children's education, and persuade them to listen to the concerns and aspirations of parents.

Our membership is open to all those whose children attend our city's schools. We believe that parent power will be a reality only when ordinary parents are being listened to and not spoken for.

We would like to appeal for contact with any parents in other parts of the country who have tried, successfully or unsuccessfully, to form similar organizations. Please write to me at the address below.

PHILIPPA SUTTON  
Secretary, Steering Committee  
Parents' Federation of  
Newcastle upon Tyne  
c/o Second Floor  
MEA House  
Newcastle upon Tyne  
NE1 8XS



## Positive parents

Sir - The comment (TES, March 27) on HM Inspectorate guidelines on homework assume one style of homework: individual study with text and with response to be marked later. Fortunately, the article by James Meikle stressed the wide variety of more appropriate real tasks which can reinforce school work, increase motivation and do not, incidentally, depend on home circumstances which provide an environment for traditional study tasks.

Tasks such as research and community involvement meet with the approval of most of the 46 children here at Sinfon community school, who contribute to a colleague's homework survey. They also confirm that parental approval and support encourage positive attitudes to homework. I quote:

"My parents think homework is important."

"It is good practice and useful."

The minority who report a lack of parental support: "We have enough school work in the day" have negative attitudes themselves: "We should not be made to do extra work in our free time."

PAT COLLINGS  
Headteacher  
Sinfon community school  
Farmhouse Road  
Sinfon  
Durby

When it became obvious that the DES had no intention of seeking an early change in the Education (Teachers) Regulations 1982 the ILEA led the way in obtaining agreement with the teacher unions for an amendment in Burnham provisions.

The article refers to the date of effect of the Burnham change being

## Noting changes

Sir - I was disappointed to find some inaccuracies in the two articles by Sarah Bayliss referring to unqualified teachers (TES, March 27).

The impression given is that the problem over qualified teacher status and pay is a matter that concerns only the Inner London Education Authority.

In fact, it affected every local education authority in England and Wales which was recruiting teachers trained outside England and Wales.

The DES changed its notification practice last July but failed to notify authorities of the change.

The ILEA became aware of the problem last October and made immediate representations to the DES because of the detrimental effect on payment to teachers caught up in the problem.

When it became obvious that the DES had no intention of seeking an early change in the Education (Teachers) Regulations 1982 the ILEA led the way in obtaining agreement with the teacher unions for an amendment in Burnham provisions.

The article refers to the date of effect of the Burnham change being

January; that was actually when the management side agreed to press for a change.

In fact, a full Burnham meeting agreed the change on February 2 and issued a draft circular. The amending order itself was made until February 18, effective from February 25. This reached the ILEA at the beginning of March and the pay review implementing it began the same week.

I am pleased to be able to confirm that all the teachers named in the article have now had their salaries reassessed.

It is hoped that our review will be completed shortly to enable revised payment in April for most teachers in this position.

NIGEL TURNER  
Director of personnel services  
and equal employment opportunities  
Inner London Education Authority  
The County Hall  
London SE1

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to cut or amend them.

## Female fortunes

Sir - The routes to headship traced by Peter Earley and Dick Windling in their study on which they based *The TES* article (March 27) highlights yet again the numerical imbalance between male and female secondary heads nationwide. In my experience, a crucial factor in ensuring that the potential of future female heads and deputies is not wasted is active encouragement into middle management roles along with structured training in management skills.

There is a very real risk that a similar

survey in 1992/93 would reveal a deterioration in the situation when so many secondary school structures are hierarchically top-heavy with male teachers. It is too late to bemoan the dearth of applicants for deputy headships when the preparatory stages have been missed. Heads and advisers must address this by taking action as part of planned staff development policies.

PAT COLLINGS  
Head  
Sinfon Community School  
Farmhouse Road, Derby

## Phone tapping

Sir - Your In Brief item headed "Bugging claim" (TES, April 10) described an experience I have had recently on my home telephone.

I hope, in view of the serious nature of what I have said to your reporters, that you will allow me space for a correction. First, that the term "bugging" is not the appropriate one and should be "tapping". This is by no means a technicality as the former applies to many different kinds of secret surveillance while the latter specifically applies to telephones.

In the Interception of Communications Act (1985) it is stated that: "When moving the Second Reading of the Bill for this Act the Secretary of State for the Home Department said that 'bugging' and other forms of surveillance were not covered by its provisions (it should be noted, however, that there is nothing expressly excluding them)." (See notes to part one, "Prohibition on interception").

Second, your report incorrectly stated that I am complaining to the Home Office about the incident. I am intending, through the legal department of the National Union of Teachers, to ask for the Interception of Communications Tribunal to examine my complaint because I simply do not know who is responsible for the disgraceful invasion of my privacy.

TONY MILLER  
National executive member  
National Union of Teachers  
230 Leicester Road  
Wythall  
Worcestershire

## Parental role

Sir - I feel sure that the pessimistic reports on the effectiveness of parental involvement in reading schemes contradict the experiences of many parents, teachers and educational psychologists. However, my own experience leads me to support Barbara Tizard's suggestion that it is necessary to plan parental involvement schemes with care.

Here in Hounslow several schools have run formal "paired-reading" schemes successfully. Teachers recognized the need to start the schemes off on the right foot and invited parents to attend meetings at which the importance of their co-operation was outlined, and during which teachers demonstrated how one should help a young child read. Once the schemes were under way, teachers encouraged parents to keep in regular contact with them and make time available to answer questions, discuss reading materials and talk about children's progress. In addition, the teachers met

together with the educational psychologist for regular support/discussion groups. After a while some of the teachers abandoned the formality of "paired-reading" but still continued to keep personal links with parents who were listening informally to their children read.

Clearly, a parental-involvement scheme in which teachers and parents maintain regular contact to discuss the child, the books and any problems which might occur involves much more of the teacher's time than a scheme which consists solely of giving children books to take home. However, most of the teachers who took part in the scheme felt that the contact with the parents and encouragement for their efforts were essential to the success of the schemes. Many children made quite remarkable progress.

JEAN CAMPION  
Educational psychologist  
Child Guidance Centre  
92 Bath Road  
Hounslow

## Standard jibes

Sir - Once again we hear a Government minister losing no opportunity to denigrate the work of Britain's schools.

In a weekend discussion (*This Week*, Next Week) about higher education, George Walden MP, in his opening remarks answering points made specifically about the exodus abroad of British research scientists said: "... we all know we have some very serious problems of standards in our schools..."

The remark was unnecessary, and said apropos of nothing.

Even if the remark were true, and I do not accept that it is, as a parent I take this as further evidence of the Government's express intention to run down state education.

Minister after minister slips in similar, unsupported statements at every opportunity.

Morale has never been lower in our schools. This sort of deliberate, systematic propaganda is designed to lower morale further among education providers - primarily teachers - and gratuitously to stimulate parent worries at a time when "standards" by every available measure have never been higher.

This negative approach is, of course, a self-fulfilling prophecy. Eventually we shall witness a complete breakdown in state education. The only education minister who showed any signs of a positive approach to state education, Chris Patten - was quickly moved to another department.

Those who care for the future of state education must be alert to the black propaganda war being waged by that in part at least it is a smokescreen for the real problem - underfunding.

Those of us whose children are attending state schools must not be content with the poor buildings, poor furnishings, undervalued and (still) poorly paid teachers and poorly resourced new courses.

Our children, and the future of this country, are too important for that.

PATSY CALTON  
30 Melbourne Road  
Bramhall  
Stockport  
Cheshire

## Better reading

Sir - While realizing that the report and article about parent involvement in reading (TES, April 3) is chiefly concerned with practice in infant and junior schools, I feel that it is worth mentioning that a "no-score draw" result has not been my experience at the secondary school where I teach.

Here, instead of trying to interest parents in giving reading help to their children at home, I have this year arranged for 25 parents to come into the school for an hour each week to hear some first-year pupils read. They do not work with their own children but with children of the same age as their own. The parents are asked to help the pupils "read for meaning" rather than adopt a phonic or "look and say" approach, and pupils are encouraged to predict unknown words; praise is given liberally to reinforce correct reading.

Before the reading project started, the pupils were all assessed on a

Spencer Group Literacy Assessment (1981) which showed that 41 of our first-year pupils had a reading age which was at least two years below their chronological age. For 12 of these pupils read to parents two or three times each week and, on re-testing, using a Gapadol Test (McDonald Anderson 1972), significant improvements were shown to have been made.

The mean reading gain was 18 months, but for the 28 pupils in the same classes who received no parental help their mean reading gain was less than one month. It might be thought that pupils of secondary school age would be reluctant to read aloud to parents, but in fact, they were keen to do so, and many of the parents have reported an increased interest in books on the part of their children.

HILARY THORNBURGH  
Oldborough Manor  
county secondary school  
Boughton Lane  
Maidstone  
Kent

## Lost members

Sir - The membership figures of the teachers' unions have always been a matter of some scepticism by impartial observers and such unions as the National Association of Schoolmasters/Union of Women Teachers who hold national computerized and audited membership records. However, James Meikle's article "Troubled unions" (TES, April 10) gives a new dimension. The gains claimed by the Professional Association of Teachers and the Assistant Masters and Mistresses Association (AMTA) when set against the attributed losses of the NAS/UWT (31,000) show a discrepancy of 4,000, but this is further exacerbated when the NAS/UWT figure is corrected.

NAS/UWT membership at December 31, 1985 was 127,612, and at December 31, 1986, was 123,963, a loss of 3,667. This loss of 2.87 per cent is close to the national reduction in teachers' figures.

The attributed loss of 11,000 is a total inaccuracy. When the correct NAS/UWT figure is used in Meikle's calculation the "so called" gains exceed the losses by some 11,000 teachers which must call the veracity of some of the figures into question.

Perhaps it would be appropriate to query the inclusion of 14,000 students in the associate and retired members of the claimed AMMA membership. If the NAS/UWT were to do likewise, this would add a further 40,000 non-service members to our 123,963 service membership.

BARRY GANDY  
Assistant Secretary  
NAS/UWT  
Hillscourt Education Centre  
Rose Hill  
Rednal - Birmingham

## Deaf in fiction

Sir - I am developing a course for social workers with deaf people. In connection with this, I am interested in examining the treatment of deafness and deaf people in fiction. While it is relatively easy to find out about books of a more literary kind (for example, *Eva Trout* by Elizabeth Bowen or *The Heart is a Lonely Hunter* by Carson McCullers), the discovery of more popular fiction which deals with deafness is largely a matter of luck.

Romantic novels, detective stories and science fiction yield particularly interesting accounts, but I would be grateful for details of any work of fiction that includes a reference to deafness.

If any of your readers can supply me with any information I would be grateful. Details of the title and author of any relevant book would be sufficient. Any further information would, of course, be greatly appreciated.

SUSAN GREGORY  
Senior project officer  
Faculty of Social Science  
The Open University  
Walton Hall  
Milton Keynes  
Buckinghamshire

## Moving on

Sir - Your front-page story about applications for extra-district places from Brent (TES, April 10) shows a naïveté that I would not expect from your reporters. Had you probed you would have found that for about 600 children to be seeking places elsewhere is nothing new.

In fact, in the early 1970s, had I thought we would not have been able to negotiate at least 600 places every year for the transfer group, there would have been inadequate space within Brent for the majority of the age group.

A glance at a map will show that Willesden stretches into inner London and there is a long history of pupils crossing the boundary to first the London County Council and then the Inner London Education Authority. The planning of new school buildings took this into account and the provision of voluntary school places for the secondary sector left Brent with no Church of England schools or Jewish schools. The Catholic schools were not large enough for the big Catholic population.

I do not dispute that it is likely that Brent has a surplus of places overall. That has been forecast for many years but there were sceptics who would not believe the evidence and whatever plans were considered by the council for reorganizing were defeated.

The chronic falling rolls of which you speak are part of a widespread phenomenon and have nothing to do with the negative publicity from which Brent has suffered recently. It would be nice to think that a borough which has so consistently been generous to its teachers and generous with the number of teachers would not be crucified for something over which it has no control, the low birthrate of 11 years ago.

GIVEN RICKUS  
Director of Education  
Brent, 1971-1984  
2 Cranwell Close  
Bransgore  
Christchurch  
Dorset

# Degree tinkering is no solution to maths problem

Sir - I was disappointed to read "Call to reduce maths degree entry needs" (TES, April 3). To reduce university entry requirements for courses in mathematics does not fully face the problem of increasing the supply of mathematicians.

Many capable students, well-qualified in terms of A level grades and with a good knowledge and understanding of the work they have learned in a double-subject mathematics course, still find university courses difficult. I wonder how weaker students would fare? Would university courses be modified to accommodate them?

My students, returning to school to report on their progress at university, often bring with them distressing stories of drop-out rates. My evidence is limited and perhaps not too accurate, but just what proportion of beginning mathematics undergraduates survive their courses and take home a degree? I suspect the wastage is already considerable.

The proposal to lower entry requirements assumes there is a good number of students wishing to study the subject but unable to obtain high enough grades. Is this so? One of the problems seems to be that mathematics is not now so fashionable as it once was. I believe this stems from ignorance of career opportunities. In the minds of many students only teaching follows a mathematics degree and for various

reasons that is not always seen as a promising future.

At Queen Elizabeth's we have begun to run an afternoon conference specifically on the careers open to graduate mathematicians. There is need for a great educational campaign concerning career openings for mathematicians.

Schools at large do not see their role as being to meet national shortages. More personal and departmental concerns are easily over-riding. Teachers of mathematics themselves must be more energetic in encouraging students to think positively about A level courses that can eventually lead to a mathematics degree. This is not to "poach" but to give students sufficient information so they may make informed and balanced career judgments. Local industrialists and university staff can - and do - help greatly here. I have received the most generous assistance from university staff.

Today more than ever, career prospects dominate choices of subjects at A level and beyond. Rather than tinkering with university entry requirements it would be far more helpful to make a better statement to our O level students of the interest, value and potential of a mathematical education.

M BANCROFT  
Head of mathematics  
Queen Elizabeth's Grammar School  
Blackburn

made much use of mathematics was physics, it was reasonable to assume that co-ordinate geometry and differential calculus should be taught to able sixth-formers as pure mathematics and then applied to problems from Newtonian physics.

This combination of pure and applied mathematics has served many generations of sixth-formers very well, but it is less useful for students who are interested in using mathematics, including statistics in their studies of the biological and social sciences.

These new users of mathematics are less exact sciences than Newtonian physics. Applications to them can and should be used to extend the range of practical mathematics taught at both main school and sixth-form levels to include at least some graphical algebra, the use of differential coefficients and descriptive statistics.

A change in this direction could be more beneficial than a reduction on the present syllabus.

FREDA CONWAY  
27 Cedars Court  
Leicester

## Multiple users

Sir - It is encouraging to learn that a committee chaired by Sir Wilfred Cockcroft and Sir Herman Bondi is considering the current problems of school mathematics (TES, April 3). All their suggestions for future changes are important, though some will be easier to implement than others.

May I comment on the suggestion that the mathematics taught through other school subjects should be investigated? Traditionally, school mathematics has been taught in three stages which differ from each other in the use they make of scientific information. Practical mathematics involves teaching mathematics through its applications, pure mathematics makes no use of applications and, at the third stage, the relevant scientific theory is expressed in terms of known pure mathematics and the formulae so obtained are applied to specific problems.

When the only school science which

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The inevitability, if not the imminence of a general election, seems certain to sharpen the debate over education. What has so far emerged from the Conservative camp indicates further moves to weaken local authority control and to strengthen the role of central government and the private sector.

The implications of this for both the quality of education and the future of a viable local government are worth examining. The Government's claim appears to be that many inner-city schools are producing poorly-educated and unmotivated graduates. Left-wing Labour authorities, concerned with the irrelevant or peripheral issues of race and sexual preference, have adulterated the school curriculum with politically-suspect topics like peace studies. Teachers and their unrepresentative and militant union leaders have been given too much power. The balance needs to shift back to the headteacher, the parent and the Department of Education and Science.

Inner-city schools no doubt have many problems, but whether these can generally be attributed to the inadequacies of the responsible local authority seems doubtful. Research on school attainment certainly provides no credence to the view that left-wing councils have a monopoly of poor results.

The latest contribution to the debate, from Gray and Jesson, at Sheffield University, not only places Manchester and Liverpool high in the league table, but puts the aggressively Thatcherite Hereford and Worcestershire well down. The recent HM Inspectorate report on Sheffield, a long-time Labour-controlled authority, spoke highly of the quality of education in the city. Overall, research would caution against any simplistic attempt to relate an authority's politics to the performance of the education service.

Current problems in the schools relate more to the deprived environment from which many youngsters come, and the bleak prospects they face on graduation, than to any marginal changes made to the school curriculum by councillors, whose control over their teaching staff is, to say the least, indirect. The fact that the Thatcher Government has more than doubled even the officially-constructed unemployment figure, and has seen the number of families living below the supplementary benefit level increase by some 40 per cent to 770,000 by 1983, the last year for which full figures are available, has had major implications for the country's schools.

Solutions to the problems of inner-city schools will largely be found in tackling the wider environment of deprivation and despair. To the extent that they can be found within the school system they are likely to have more to do with funding than with yet another restructuring exercise.

Ministers' attacks, whether on left-wing authorities or teachers, may provide scapegoats, but it should not be allowed to deflect attention from the Government's own neglect of the educational area. This can be illustrated by looking at changes in government spending since 1979. DES spending has increased by 6 per cent in real terms, compared to a 28 per cent increase for Defence, 39.5 per cent for Social Security, 50 per cent for the Home Office and 90 per cent for Employment, the latter largely through an expansion of programmes designed to massage the unemployment figures.

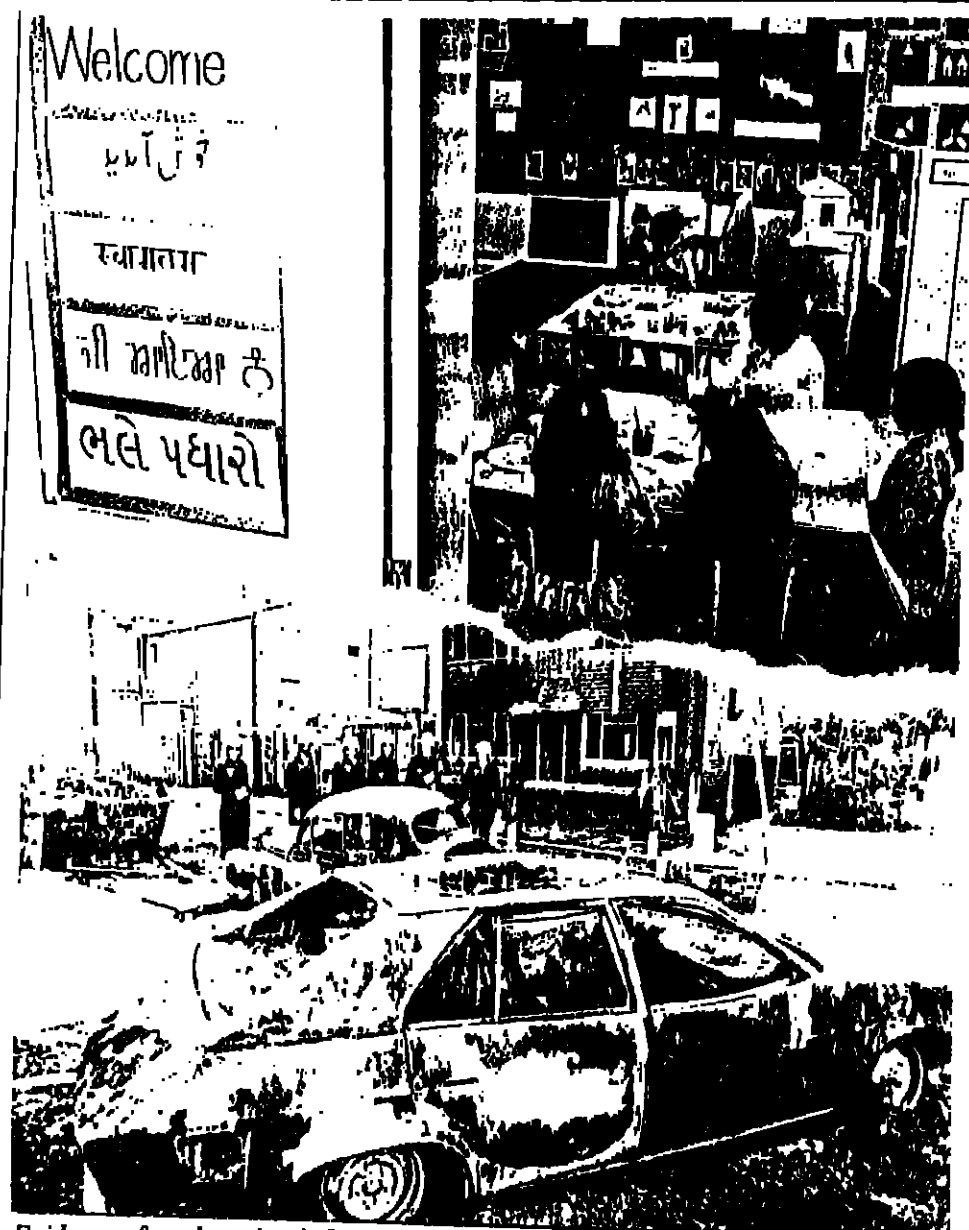
The Government's efforts to curb the spending powers of local authorities and to shift the burden of taxation on to the rates has hampered local authority efforts to maintain schools and purchase necessary equipment, let alone improve the service provided. Central government grants

### Local authority spending has declined since 1979 while Government spending has increased by 14 per cent

financed nearly 60 per cent of local authority spending in 1979-80 but only 44 per cent in 1986-87. The consequent rise in the rate burden, between 1979 and 1986 alone, has been estimated as equivalent to four pence on income tax.

In contrast to the image of profligate local spending, imposing an ever-greater burden on the unwilling ratepayer, the reality is the Government's cynical attempt to claim credit for income tax reductions while blaming left-wing local authorities for rate increases. In real terms, local authority spending has declined since 1979, while general government spending has increased by almost 14 per cent.

At the root of the argument over the local authority role in education is the belief that either central government or the private sector are more efficient providers. Kenneth Baker's attempt to interest the private sector in city technology colleges has to date drawn only the Hanson Trust on to the starting blocks. The notion that central government would be a more effective provider, if local interference could be limited, is, in



Evidence of crude racism in London's police force contrasts with the multi-ethnic policies in schools

## Defects in the central line

The efforts of some left wing councils compare well with the Government's own attempts to run essential services, Martin Loney argues

anything, even further from the mark.

It is instructive to examine central government's record in administering services and compare this with the local authorities' record. The Inner London Education Authority has been a particular target for opprobrium, indeed it is part of the Left in education whose power the Prime Minister has promised to break in her next term of office. The ILA is directly-elected and accountable. Its performance in the Sheffield University league table is not impressive, but it stands only just below the middle of the table. Its activities in addressing the particular needs of its multi-ethnic clientele have been a target for populist attack, but few educators seriously suppose that it was realistic to continue in the presence that children shared common home backgrounds, languages and cultures.

In contrast to the democratically-run education service stands the Metropolitan Police, a service accountable to the Home Secretary and the Home Office, but not to any elected body in London. The Met has the lowest clear-up rate, for offences in the country. Nationally, the figure stands at 35 per cent. In London, it is a mere 16 per cent, an average for each officer of only four crimes per annum, at a cost approaching £5,000 for each offence cleared up.

The Met's response to the realities of policing a multi-racial city has been limited and piecemeal. A report from the Policy Studies Institute, commissioned by the Met, found disturbing evidence of the crudest kinds of racism within the force, evidenced in graffiti in police-only toilets, the retelling of jokes and wider attitudes to black citizens. The report noted "racist language and racial prejudice were prominent and pervasive". Perhaps the most damning comment was the absence of dissent: "We cannot produce a stan-

of higher education and the building of department. Clearly some bureaucrats and political masters believe that the more the better.

None the less, the critical focus on polytechnics should not lead us to assume they run them more like universities will be an unmixed blessing. Nor should we ignore the innovative thrust of those polytechnics that have opened their doors to new groups of students, whether from ethnic minorities, socially and economically-disadvantaged, or senior citizens. The same kind of concern for wider welfare of the locality has not been polytechnics leaders in forging links with industrial and commercial world. All this stems on a commitment to the wider community that is cemented by the relationship with the local authority.

Finally, in these value for money days, worth nothing that it costs £5,960 to produce a university science graduate and £3,930 to produce an arts graduate. The polytechnic figures are £3,660 and £2,480 respectively.

The most important case for retaining control over the education system ultimately lies in the wider role of a thriving local democracy: a guarantor of a responsive and pluralist society. As more and more activities are either limited or hived off, the interest of citizens standing for office must inevitably wane, and the participation of voters in local elections is people wish to stand for an office whose main task is evaluating bids from rival referee dogs.

### Narrow vocationalism makes untested assumptions about the labour market and neglects the needs of many public services

firms. Those who do will have little to contribute to Britain's proud local government tradition. The Government's White Paper proposes to set up a Polytechnic Colleges Funding Council, to replace local authority representation but to retain industrial and commercial presence, is characteristically Thatcherite. There are similar proposals to increase business control over the universities. The well-rehearsed arguments for such a change depend on the notion that businessmen have some special understanding of what the country needs and education should serve industry or, efficiently.

The Government has a narrow, if not a false, view of education. Clearly one of the dangers in the new proposals is that greater control will be taken to direct the institutions as to what should be taught. Indeed, this has already happened at the Open University, where the negotiates the grant directly and has imposed a new spending take place in the maths, science and technology areas. This narrow vocationalism not only philosophically-offensive, it makes untested assumptions about the actual nature of the graduate labour market, as well as neglecting the needs of many public sector workers in education, health and social services.

Recent research shows that arts graduates in Canada are sought after more than students in computer science, agriculture, forestry and other fields with masters degrees in business administration. This is in contrast to the received wisdom expressed in the 1978 *Statistics Canada* report which warned that, in future, studying the humanities would be a less effective guarantee of employment in a society increasingly dominated by technology.

One area in which there is a demand for graduates is engineering, but the Government's proposals will do little to address this problem which is rooted in the underfunding of research and the uncompetitive nature of academic salaries and other benefits. A survey in 1986 by the Committee of Vice-Chancellors and Principals recorded 162 vacancies in engineering and technology, of which 40 per cent were regarded as "hard-to-fill". Indeed, one probable consequence of the Government's policies will be to curtail any guarantee that the commitment to expand engineering and technology can be translated into new staff, course development, and staff recruitment.

The Government's commitment to bring businessmen into the public sector has also affected the Civil Service and the Health Service. There the most visible result has been the loss of salaries in those jobs affected. Why business men should be judged to have some superior understanding of the needs of the public sector is unclear, but it is worth remembering that until quite recently British universities were world leaders. It is a long time since British industry could make such a claim.

Martin Loney is senior lecturer in social policy at the Open University.



Lifelong needs: is it time to extend the education umbrella to adult training centres?

## Down with slogans

Stanley Segal calls for a broader approach to the care of the handicapped

The distress caused by the "sterilization" issue is only one reflection of the current confusion about mental handicap. The case for "mainstreaming" and "integration" in education, for "normalization" and "community care" in health and social services, and for wider "access" to the handicapped has developed as humane responses to past rejection, stigmatization, and neglect.

In general, these trends appear to offer a better quality of life for individuals who are handicapped. Yet no compassionate person can fail to be disturbed by the way the implementation of these policies has destroyed so many parents' peace of mind.

A parliamentary committee which broadly approves the "community care" philosophy has alerted us to the dire situation of many mentally ill people who have been released into "the community", and the policy of emptying the hospitals in order to offer more scope to the mentally handicapped has come up against unexpected opposition.

A new parents' organization has emerged, RESCARE - a national society for mentally handicapped people in residential care - which is calling for a halt to this programme while an inquiry looks at precisely what is happening within "the community". Nor is this concern solely on the residential front.

No caring person could have watched without dismay the confrontation on television between parents of physically handicapped children and the London policy-makers who had decided to close down special schools. Even in such pioneering, caring authorities as the Inner London Education Authority, natural allies look like embittered opponents.

We must realize that the special provision which exists has never been enough to cater for more than a fraction of those in need, and that thousands of children in ordinary schools have special needs that are not being met. Similarly, there are thousands of mentally handicapped individuals living at home without the support they need. A report of the Independent Development Council refers to many living with parents aged over 70 years.

While I have seen tangible progress during the past 40 years, thanks to contributions from many sources - and not least from parents - I share much of the current concern. And there are further issues in danger of being overlooked. The confluence of forces which brought about

the creation of a Minister for the Disabled in 1974 obscured some important differences. While the more intelligent with physical, sensory or mild handicaps saw themselves as coping adequately in the open community provided that they had "access", "access" was not everywhere the major issue.

By 1980, the climate had changed. The National Development Group for the Mentally Handicapped, which was set up in the mid-1970s to guide the Secretary of State on policy and on a strategy for its implementation, was disbanded. Moreover, the present administration has not yet accepted the recommendation of either Warnock or of the working party set up at the request of Sir Keith Joseph, to form an appropriate multi-professional committee for special needs.

Meanwhile, the pattern of handicaps in many of our special schools has been undergoing changes. A number of children who at one time would not have lived to reach school age are today in some of these special schools.

The "school-leaving age" is meaningless for them. The concern of parents of such pupils is very much "what happens next?"

Some hospitals have had to become "back-up resources", so that those who fail to benefit from release into community care could be re-admitted. Instead of being abandoned. This underlines why so many parents today express great concern about the "lifelong needs" of their children. It also explains the popularity of "villages", which encourage two-way integration.

Pockets of expertise have been built up, scattered around the country. By developing them further, we can turn them into inspirational springs and oases and counter the current danger of spreading the expertise too thinly. We would then run less risk of inadequately prepared or harassed staff appearing to tread with hobbled boots into delicate ethical areas.

provided for, are either being used as guinea pigs in an experiment to humanize society, or being evicted in order to save money at a time when there are many already in the community without adequate support.

One answer to such fears would be to give priority for support in the community to those so far denied it. In this way, current theory could be tested in ways which everyone would see to be honourable, while existing provision could become more pronouncedly two-way, more outgoing, yet offering a safety net.

Many parents fear the period which follows the school-leaving age. It would, of course, have been logical in 1970, to have extended the education umbrella to the adult training centres and not solely to the Junior ones. But as so often in human affairs, the logical is not to be confused with the psychological.

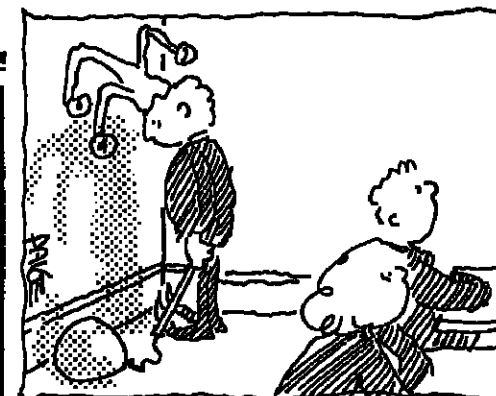
Given that there is more sense and co-operation between relevant departments at the school-age stage, than during the post-school stage, would this be the time to argue the merits of the extension of the education umbrella to adult centres? Would this create a more understandable, healthier relationship between education, care and employment?

Not all roads lead to access, employment or community care. Some go nowhere, or to disaster; some are circular; and even major motorways can have pile-ups. Community care cannot be easy to ensure for the most vulnerable, over their whole life-span, in an open, uneven, ever-shaping community in which some of those who are not disabled find it a struggle to survive.

Would it not be wise to encourage parents who seek to create "an alternative society" for their child? Would it not be helpful to reduce the emphasis on confrontational slogans and to press instead for the widest possible spectrum of inter-related provision? Could some of the hospital provision which even the most optimistic of today's providers see remaining in existence for many years to come, be integrated in the equivalent of teaching hospitals?

Finally, has the time not arrived to reconsider the need for a guiding multi-professional committee of the kind pressed for by the voluntary council?

Professor Stanley Segal is life president of the National Council for Special Education and the former principal of the Ravenswood Village for the mentally handicapped.



## Serious humour

The other day at an anniversary party, I was feeling uncomfortably distant from three once close friends of 15 years ago, when one said, "Sue and I reached a new climax of sexual union last Saturday night." My alarm rose for a split second as he continued, "We both had a headache together."

Humour is a crucial tool in our social armoury, often saving us from embarrassing, frustrating or even potentially violent situations. Anecdotes abound in history where the witty remark has saved the day. We appreciate wit but don't take the humourist very seriously. We may value a sense of humour: "Oh," we say, "the new boss may be a hard task-master, but you can have a joke with him!"

But, in true Puritan style, we still see humour fundamentally as a trivial and harmful distraction from the important matter of work.

When told that our children need to be better at problem-solving, show an ability to work in teams, be more innovative and so on, we tend to try to impose more skills on them. But perhaps it might be better to think in terms of allowing the existing potential creativity in each student to develop.

Koestler's research in 1967 made a connection between humour and creativity. He saw no difference between the cognitive processes involved in being humorous and those in scientific, artistic, literary or other forms of creative insight. Other researchers too have found that the divergent thinker is at an advantage when it comes to creativity because of his or her tendency to bring together a much wider range of ideas and associations in response to a stimulus. I don't think we have sufficiently taken this on board.

In schools, these creative individuals have a hard time. Research has shown that their values are very different from the teachers'. They are not so "teacher-oriented" as their high IQ, but less creative, peers. If anything, it seems creative students tend to value those qualities which they feel teachers value least.

This wouldn't matter in itself except that teachers have been shown to have a lower opinion of the creative pupils' general abilities even when they are as scholarly as their more conventional peers.

It's not difficult to build up a picture of this kind of pupil: he or she might be one of those "jokers" or "awkward" types who ignore and exasperate the teacher by their daydreaming or, perhaps, make him uncomfortable by their questions and their knowing, independent stance.

For all our personal and social education in schools, we've never got to grips with the relationship between teacher and student: that, apart from academic hurdles, pupils also must negotiate personality hurdles which are all part and parcel of becoming competent at history, maths, French or whatever.

Several experiments have suggested that, if the atmosphere is conducive to humour so that a group can laugh at itself, the people involved will be more able to take risks together, communicate more openly and become more sensitive to each other's needs. The group may also be more open to change.

But our, largely, formal educational institutions do not espouse group techniques or give priority to generating feelings of belonging to a group. Our lessons, generally, reflect the exam system in which individuals are in competition.

What we need are less threatening and fear-inducing schools, where adults and children learn how to live together, appreciating their differences and being allowed to develop their individual cognitive processes. Creative individuals might then not only be nurtured but encouraged and appreciated for the valuable people they are.

Maybe our resistance to taking humour seriously enough and to educating for personal creativity has a common root in our fear of non-conformity, of wanting to produce students who are not so much themselves as like ourselves. A Punch cartoon some years ago depicted a man facing his look-alike; the caption read, "I like the look of you - you're hired!"

Sandra Grainger

Sandra Grainger teaches at Sir Johnathan North Community College, Leicester.



# Review

## Laughter in the dark

by Barbara Hardy

VN. *The Life and Art of Vladimir Nabokov*. By Andrew Field. Macdonald: Queen Anne Press £14.95. 0 356 14234 5.

Novelists have amused themselves at the expense of biographers. James Joyce - one of the great influences on Nabokov, the poor man's Joyce, mocks the biographer. Nabokov, a little in the rear of invention and wit, anticipates the "matter-of-fact, father of muck, mucking biographer". As a biographer, here writing his third biography of Nabokov, which draws on his two earlier books, Andrew Field deals in the slippery facts of Nabokov's life, or memory, or fiction, in ways which are far from matter-of-fact.

Field is a strong presence, so conspicuous in phrase, sentence and narration as to write a new kind of biography. Another Nabokov scholar, Alfred Appel Jr, says in the preface to his encyclopedic text *The Annotated Lolita* (neglected by Field) that the editor of a novel written by the creator of *Kinbote* and John Ray Jr, is in danger of being taken for a fiction. Field's style alone makes one suspect that he is an invention of Nabokov's sloppy brilliance, but since the old critic-taste is dead, his biographer must be alive. Perhaps he is writing a biography in the manner of one of his author's characters. His personality has a stilted opacity, which takes some getting used to.

First it nearly drove me mad, then just as I was beginning to find its confusions and shifts of syntax endearing, it got better. At its worst it is pretty terrible, sometimes having no grip on category - "the emotion, ambition, or excitement" - sometimes refusing to avail itself of pronouns - "the early statement that he had written his first poem in the toilet as opposed to a different account of that first poem given in another section" or, "his articles on butterflies always reveal an intimate sympathy with as well as great knowledge of the world in which butterflies live".

One of the chief sources for the biography is a series of taped interviews with Nabokov, and the assertively loose style sounds as if this book was taped and transcribed without correction. If we get over this by no means minor obstacle, there is the fascinating story of Nabokov's life, beginning with the doubts and possibilities of his Russian origins - his great grandmother's lover became her son-in-law, and his grandmother may have had children by Alexander II.

Had the right strings been pulled, or if the pull had worked, Nabokov might have ended up teaching languages in Leeds or Cambridge, and biographical materials been sought and supplied among colleagues and students here, instead of America. He remained a furious anti-communist in exile, finding it impossible to sympathize with victims of McCarthyism, and became a brilliant, eccentric, and variously successful professor. Some of the anecdotes of his professional and personal relations are based on hearsay and

**'His great grandmother's lover became her son-in-law, and his grandmother may have had children by Alexander II'**

rumour. Some of them are interestingly scurrilous, like the story of his shaky friendship - if that's the word - with Edmund Wilson, who helped and admired him. The materials are admittedly unreliable, not only in campus gossip. Nabokov's own memoirs were revised and altered, and Field treats these deliberated uncertainties as peculiar to Nabokov, rather than a not unfamiliar form of self-invention in autobiography and memory, going back to Henry James, and brilliantly practised by Sartre.

Field has a passion for the subject, but his literary knowledge is patchy. His paraphrases of the novels are naive, and his affection for *Lolita* and low opinion of *Ada* both seem arbitrary. He



Nabokov (standing) and his brother Sergei, St Petersburg, 1916

has an uncertain grasp of the problematic relation between art and life. The notes are even more personal than the main text, containing such gems as Nabokov's rejection of a guess of Field's about the life-origin of a poetic image, and a denial that an earlier interview had gone the way Field had recorded.

But Field is not always modest. He tells us that the terms of Nabokov's will forbid publication of

private papers until the death of both widow and son, adding most obscurely, "Thus, the 'real' Nabokov might not have been known at all after the death of every reader of the original edition of this book, and even then it cannot be certain whether a full life would have been revealed... It is the purpose of this book to describe that secret life". Nabokov must be laughing.

## Letters home

by Jonathan Mirsky

you would still discover beneath the surface many of the familiar failings, habits, and distortions of reality that brought the nightmare upon us in the first place.

These failings, Liang and Shapiro decided, include above all "a feudal tradition of obedience to authority". On village streets, they noticed, "people did business as if they were sheep, just as, like sheep, they had once waved Little Red Books and danced the dance of loyalty to Chairman Mao". The party's authority remains enormous, and the corrupt rewards of office, what is officially termed "special privilege", continue to make party membership attractive. Then there is the taste, inherited from Mao, "for categorizing people as members of ranked classes, exacerbating tensions", and the damaging "struggles within the party leadership over which road to socialism China should follow".

This analysis is especially poignant today as Chinese intellectuals buckle under the campaign against "bourgeois liberalism". In late 1983, during the "spiritual pollution campaign", Liang and Shapiro learned, China's writers were also defending themselves against "bourgeois liberalism"; that fatal charge now defined as being anti-party. What was the struggle really about? It was "a personal vendetta by Propaganda Chief Deng Lian against Party General Secretary Hu Yaobang". In early 1984 Hu won that skirmish. In January 1987 he lost everything and Deng Lian, and his fellow hard-liners, are riding high.

Another painful - but useful - recollection: in 1985 Liang and Shapiro visited the university campus where five years earlier the idealistic Liang had nominated himself to stand against the party's candidate for election to the local People's Congress. Liang escaped prosecution and prison - a similarly daring colleague went inside for three years - because of his connection to Shapiro. His arrested friend was charged with conspiracy with underground newspapers and Democracy Wall

disidents, and giving information to foreign newsmen.

"The regime we had naively believed supported us turned against us. Deng Xiaoping may have shared our criticisms of corrupt officials, but he did not welcome our questions about the legitimacy of the Communist party... He made a speech, later issued as Document No 2 of 1981, attacking 'the disorderly thought' of certain university students who had 'lost confidence' in the party and socialism." Only six weeks ago another Document No 2 was issued bearing Deng's attack on disloyal students and their adult mentors, who were also accused of being anti-party, of conspiracy, and of sinister contacts with the Western press. Those students, too, had begun their demonstrations, in early December 1986, by demanding fair local elections.

There is an especially agonizing moment in *Return To China*. In 1985, 25 years after the party had ripped them apart, Liang reunited his parents for 30 seconds. All his dazed and broken father could say was: "Her eyes. They don't seem as bright as before". Liang, the ex-Red Guard who has much on his own conscience, writes: "Ideological absolutes had led us to treat one another in ways that ran counter to human feeling". In the UK there are still "friends of China" who cannot admit this.

*Chinese Profiles* gets us into another China, in which high politics work themselves out on individual lives and are rarely made explicit. Here are 37 tiny pungent interviews conducted in 1983 by two Chinese journalists who had the brilliant idea of getting ordinary Chinese to say something about themselves, but without making socialist-realist points about the dignity of labour or the selfishness of the masses.

Some of these people are very selfish and undignified indeed. The assistant who swindles customers with phony samples describes himself

as a "bullshitter". The tremendously rich peasant woman, decked out in Hong Kong luxury and stuffing herself with expensive food, boasts about how much money she makes from raising mares for their pelts. She annoys her husband with her bragging, but she also tells us that mares had for her life and if one dies it is a swindle to sell the survivor together with another single as a breeding pair. The bereaved marten will never breed again. Then there is the crematorium worker. He feels he does a useful job, but knows that everyone despises it. He knows, too, that superstitious many Chinese remain after 40 years of Communist rule. A still attractive widow reveals that traditional antagonism to re-marriage from her children and neighbours made it impossible for her to marry the only man she ever really loved.

David Bonavia was for years the gentleman from *The Times* in Hanoi, Moscow and Peking and most of his colleagues in those difficult posts believe him to be the most talented correspondent of his generation. He and his wife Judy have always lived modestly, bothered to learn the difficult local languages, and managed to feed and express sympathy and outrage at the same time. In *Seeing Red* Bonavia tells us how he became a journalist, what it is like to deal with crude, cruel, and inefficient bureaucracies - including the Americans in Vietnam - and slips in a great deal of useful information about standing committees, politburos, and central committees which you may have always wanted to know but were afraid to ask.

Some of *Seeing Red* is either like letters home with too much trivial detail, or like news items only momentarily funny stories around the bar or the correspondents' club. But there are plenty of good stories too. The one that best sums up the bleakness of China concerns a terrified young Cambodian whom the Bonavias and most of the rest of the foreign journalists in Peking sheltered from being returned to Pnom Penh to be shot by the Khmer Rouge. But China is allied to Pol Pot's butchers and in the end the boy was packed away and probably to a firing squad. Bonavia was found out what happened and needlessly accused himself of failing. It is this Chinese who are the moral failures.

## Tedium laudamus

Philip Merridale, survivor of countless meetings, distils wisdom from other pundits

Janner on Meetings. By Greville Janner QC, MP. Wildwood House £5.95. 0 7045 0557 6. Teach Yourself Meetings and Committee Procedure. By Gordon R Wainwright. Hodges and Stoughton £3.50. 0 340 40213 X.

The English are renowned for taking their pleasures seriously, which perhaps explains the simultaneous publication of two books on a subject which many people might find less than alluring. But meetings are a growth industry in which we are all likely to become involved at some time in our lives, and perils ranging from ennobling boredom to personal humiliation abound. Both books are manifestly based on hard-won experience and contain tips to guide the novice, and wisdom to chasten the veteran.

The serious-minded student will be attracted by the academic professionalism of Gordon Wainwright's approach. As the book's title implies, you open it to be taught, and the author is implacable in his determination that you shall be. You will, however, scan the index in vain for any reference to humour. This measured course of instruction is stately in pace and didactic in tone.

Janner on Meetings is more of a fair-ground ride than a progress. The pace is racy - almost to the point of slip-dash, the approach breezy and irreverent. And whereas the focus of Wainwright's book is the Meeting and its effectiveness, Mr Janner concentrates on the participant as competitor.

"The object of meetings is to win," says Janner, a skilled exponent of both politics and the Bar. Wainwright in-

forms; Janner entertains. "A meeting," says the latter, "has been defined as a gathering of people who singly can do nothing, but together can decide that nothing can be done."

The scope of Wainwright's book is wide, giving workmanlike examples of procedures for the whole spectrum of meetings from Clubs through to Business and Politics. It is an excellent wayfarer's guide for the nervous traveller to Committee land. If Wainwright offers "A Pilgrim's Progress", then Janner's is "A Canterbury Tale", where the pilgrim gets a laugh and a good drink on the way.

I was surprised to find no reference in either book to the impact of the recent "Freedom of Information Act" upon meetings of public bodies. This Act lays down very strict requirements for any procedures at such meetings, and virtually outlaw "Any Other Business", which both authors, and myself, cordially dislike. I warmed to Greville Janner's clear belief in "Murphy's Law", where technical devices are used by public speakers.

Janner is very sound on the tricks of the speaker's trade; Wainwright is excellent on preparation and presentation. All modern presentation equipment is designed to shipwreck the user - there is no substitute for eye to eye contact between speaker and audience. Better a short and simple speech sincerely delivered than the most polished script or visual aids display.

One piece of advice however is absent from both books. Influence follows respect and liking; oratory alone, however skilled, will not suffice. "Backbenchers", who have won the respect and affection of their colleagues, can often sway a meeting more effectively than the title-holders

of high office. A strong and respected personality can get away with almost anything, us, for instance, the late Dean Thicknesse of St Albans, who once broke into an interminable sermon from a visiting Bishop with the words "Thank you, you may come down now Bishop".

Another omission from both works is, alas, endurance. A few years ago a Berkshire County Councillor, now a Member of Parliament, found it necessary to leave a council meeting for a visit to the lavatory, leaving his Party without a majority. In his brief absence, the opposition added £300,000 to the county rate burden. An expensive rate of exchange for a penny.

There is certainly a point where fatigue and frustration will disable any meeting, which is why humour is a pearl beyond price. I will remember the audible impatience of my own Committee at the wearisome length of a "farewell" contribution from a retiring member. Vexed by his reception, the speaker said, "Mr Chairman, I would have expected the Committee to offer me a little latitude on this occasion". I was able to reply that it seemed that the Committee was quite tolerant about latitude, but had objected to his longitude. Perhaps a feeble enough joke, but the general laughter washed away the ill-feeling.

Oscar Wilde was once asked how he had fared at a recent gathering. "It was awful," he answered, "I would have been bored to death if I had not been there!" The reader of these two helpful guides should be able to lighten the boredom both for himself and his grateful colleagues.

Philip Merridale is chairman of the Association of County Councils and Hampshire education committees.



Hamsun as a tram conductor in Chicago in 1886

## Writer in disgrace

Enigma: *The Life of Knut Hamsun*. By Robert Ferguson. Hutchinson £19.95. 0 09 167130 2.

Time that with this strange excuse Pardoned Kipling and his views And will pardon Paul Claudel, Pardons him for writing well.

Thus Auden ("In Memory of W B Yeats"). So far, though, little shows of his inclination to pardon Hamsun Hitler and National Socialism. (Ironically, his one meeting in 1943 with his Fascist idol was a disaster, his constant interruptions of Hitler's monologue him days to get over.) It was Hamsun's endorsement of the German occupation of 1940 that contemporary Nor-

This dark occlusion of disgrace has prevented any proper biography of him appearing in his native land since the war; and this is the first full-length study in English. Hamsun has, it seems, become Mr Ferguson's life. Fascinated, long ago, by the "hypnotic intensity" of "Pan", he at once started to learn Norwegian (the toughest of the Scandinavian tongues) to read Hamsun in the original. His developing passion has led him through long years of study to domicile in Oslo and this massive and masterly Life of a novelist who, for the decade after he won the Nobel Prize in 1920, was ranked by many as the world's greatest writer.

The astonishingly potent subjective lyricism of his early (1890s) novels, especially *Hunger*, plus their dazzling technical innovations (a liberal use of flashback, narrative fragmentation, a full development of the 'stream of

consciousness" made well before Schnitzler, Dorothy Richardson or Virginia Woolf) made Hamsun a decisive influence on writers as disparate as Gide, Kafka, Brecht, Gorky, Wells, Musil, Mann, Hesse, Hemingway, Miller, Singer and Pasternak - a not inconsiderable sire.

Admirers of Hamsun the writer, who want to know more about his bizarre early life and bewildering inconsistencies of temperament, will find Mr Ferguson's book indispensable; and for those who want to sample him there are several of his titles currently available in English. Occasionally, when the author strays outside his own great particular expertise, there are inaccuracies. For instance, when describing the naval incidents that precipitated the German invasion in 1940, he confuses the "Altmark" with the pocket battleship it supplied, the "Graf Spee" thereby making its rapid capture by the destroyer "Cossack" somewhat surprising.

"Split personality" can be too facile a label for natures where the distance between best and worst is uncomfortably great. However, as a means of explaining the gap between Hamsun the arrogant, vain, ranting megalomaniac (on whom, despite his discipleship, Mr Ferguson is unrelentingly severe) and the Hamsun who could instantly charm people of any age and of every kind, and whose books at their best express an empathy with animate and inanimate nature that is both inspiring and unexcelled, "split personality" is probably the best that we can do.

He himself best bridged the chasm between the frequently visionary and noble writer and the often sour and ignominious man when, in his eighties after the war, he told the psychiatrist appointed by the government to see if he was mentally fit to answer a charge of treason:

From the time I began, I do not think that in my entire output you will find a character with a single dominant characteristic... They are split and fragmented, not good and not bad, but both at once, subtle, and changeable in their attitudes and in their deeds. No doubt I am also like this myself.

It is this psychic modernity that makes Hamsun's most penetrating novels, written nearly 100 years ago, read as if they could have been written yesterday.

Martin Page



The Sculpture of Moissac, by Meyer Schapiro, with photographs by David Finn, is a brilliant extended essay on Romanesque art. Above, a detail of a pier sculpture of St Philip

## PAPER BACKS

After giving 13 brief summaries of recent attempts to interpret The Shadow-Line (Penguin £1.95. 0 14 143271 X), Jacques Berthoud elbows room for himself by exaggerating the story's relevance to the effects of the First World War on Boris, Conrad's elder son. Yet the tale's fuller significance lies in its identification, repeatable across generations, with the unarticulated need of the young to seek adverse situations that may transform personality into a more understood maturity. Boris volunteered, and the narrator of this story "chucked" an apparently satisfactory berth. Each expresses this eternal quest, and it is

Conrad's insight into human nature that helps us to perceive the reasons for it.

Berthoud's guidance on the remainder of the narrative is excellent. However, his valuable notes and background, in taking up nearly a third of this edition, encourage a modern tendency, harmful to the general reader, of leaving the text in second place.

In tracing the autobiographical element, the editor acknowledges the value of Joseph Conrad: a Critical Biography by Jocelyn Baines (Penguin £4.95. 0 14 058108 2). This fine work of accessible scholarship needs little introduction. Although more recently Sherry and Nudge, and indeed Berthoud himself, have deepened aspects of our understanding of Conrad, Baines' analysis remains an indispensable first source for any serious student excited by Conrad's writing.

Roger Freebairn

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*continued over page*

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## THE TIMES

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In England, after difficult beginnings, his career has prospered: symphony has succeeded symphony (his Ninth has just had its premiere), and his personal life has been enhanced by a long and happy second marriage. It is these hard-won stability enables him to compose exceptionally among present-day composers. He composes music in which strife gives way to serenity, and even to a sense of triumph. Writing of the false notions of "peace" that the Nazis promoted and was constantly urging its artists to promulgate, Panufnik says: "For me, peace meant peace with the universe, with nature, with all living things, and within oneself." It is clear

Schoenberg is one of Mahler's correspondents in *Mahler's Unknown Letters*, though we should be disappointed if expecting to find any exchange of ideas here. There is in fact only one letter to Schoenberg of any substance, in which Mahler writes that it is hard to have problems reading the letters of Schoenberg's Second Quartet. Mahler's letters.

A brief recommendation for *The Guessed Quartet* Playing. The Guessed Quartet, for the past 20 years one of the most prestigious of American quartets, are all highly articulate and performing musicians. Separately together, they give insiders considerable insights into the quartet repertoire and their own musical upbringing and attitudes. Points are illustrated by generous music examples. The only missing chapter is a detailed performance analysis of Beethoven's C sharp minor Quartet, opus 131. The book will find its most obvious value to string players but anyone who listens to string quartets will find much here that is valuable.

David Maltby

Teachers cannot be too grateful for the variety of choice now available to them. The traditional O level text contained tedious descriptions of elementary economic concepts and the institutions of the economy. Several interesting texts came out in the Seventies and did much to promote knowledge of the data, and understanding generally. Nevertheless the traditional titles continued to sell well, particularly among FE colleges. We may have been dismayed by this but we should not be surprised. It was possible to achieve significant grades in some of the old examinations with a very 'modest amount of rote regurgitated, simplistic knowledge'. In these circumstances, good teachers would come with open arms both the new examination, and the new generation of books and resources being published. They cannot but improve the standard of economic competence of those taking the subject, and the publishers are to be congratulated on the energy they have shown in getting new titles published.

What of Economic Society by K B Marder and L P Alderson, (Oxford University Press)? This has just appeared in a glossy third edition, "thoroughly revised to make it suitable for GCSE. This, of all the old texts, probably comes closest to achieving GCSE objectives. The sayings are thoroughly revised, however, and misleading. The text is identical to the original, except for a few additions such as that on privatization. Big Bang has made a difference of one sentence. (Who says Big Bang is a bit beyond GCSE? The *Daily Mirror* produced a good half page article on it at a very appropriate level.) More seriously, the references have been added to the unemployment section of the 1980 edition. Data have been thoroughly revised. The layout is more modern, the old diagrams have been redrawn and photographs added. There are many more data response and multiple choice questions at the end of each chapter. In substance, however, very little has been changed. This remains a genuine text, but not one of the more comparable with recently set standards in humanities publishing generally at this level.


Turning to the new textbooks, three were in the market early. *Economics for ACTSE* by Alan Anderson (Collins), *Advanced Economics* by Andrew Leake (Macmillan) and *Money-Good* by Colin Vesper (Blackwell) were all published in the first few columns last October. Anderson has relatively little text, and highlights key terms and definitions. It includes much data and varied visual stimuli, many questions for investigation or consideration, and assorted case studies in the data response sections. The tasks it sets are graded so that the earlier ones are within the scope of pupils of moderate ability, while the later ones are more challenging. (Sometimes the later questions cannot be answered with reference to the text.) So this book needs to be used very sensitively by the teacher. It would be necessary to structure lessons in such a way that the use made of the book varied with the ability of the user. Or genuinely co-operative small mixed ability groups could be created, to ensure that the tasks and questions are done, for those of limited verbal skills. Also, some supplementary work and reading.

Leake has more emphasis on text and somewhat less on visual stimuli; keypoints are picked out and summarized and there are plenty of case studies with questions and data. The text is clearly written and kept simple as far as possible. Explanations heavy in jargon are avoided. A glossary will therefore work well with a reasonably wide ability range. On the other hand it contains relatively few questions and classroom tasks. Thoughtfully devised tasks are especially vital for the less well motivated pupil, and are central to the "doing" objectives of GCSE. Leake is a good book to read but the onus is on the teacher to devise active learning and investigative tasks, covering those relating specifically to class studies.

Vosper differs again, though here there is much emphasis on extensive textual material. The visual element is supplied by a versatile cartoon style which integrates pictures, verbal comments and structural diagrams. At first sight amateurish, these productions have charm, humour and a quite rigorous approach to clarifying complexities. There is a fair number of complex questions, data response and comparison questions at the end of each chapter, and answers are provided for numerical questions. There is little emphasis on exploratory or investigative approaches, except through data response questions.

In addition to these three, two more textbooks are about to be published: **Economics, A Comprehensive Approach for GCSE** by Paul Curry (Bell and Hyman), and **GCSE Economics**, by Robert Paisley and John Quillfeldt (Longman). Two more are in the pipeline from Nelson and Heinemann, but publication is not expected

Similar in size to the rest, Curry has a large visual element (photographs, cartoons and diagrams) and is more widely compared to the other two texts in length. (It would be a matter of personal preference whether teachers opt for Anderson's 87 units, Leake's 56 chapters, Vosper's 29 chapters, or Curry's 16 chapters.) It has comparatively strong coverage of the Third World; one chapter is entirely devoted to it, and the chapters on economic systems and population concern themselves with development issues. Key terms are printed in bold letters. There is a fair



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**Victorian Fairy Tales** is a fat and very enjoyable collection of imaginative stories by writers ranging from Catharine Sedgwick through Ruskin, Dickens and Wilde to Kipling and E Nesbit. While there are some overfamiliar tales — "The King of the Golden River", "The Happy Prince", "The Reluctant Dragon" — there are also some less accessible treasures, such as the story of Morgan's "A Toy Prince", Anne Isabella Ritchie's modern-day "Cinderella" and George Cruikshank's leetotal one. Many of the stories are accompanied by the original illustrations, which would have been a good idea if they could have been a little more judiciously printed: as it is, they are a

Zipes contends that the writers of Victorian fairy tales, whom he terms "utopian", were united in a cry of protest against "class domination". I am not sure this is true even of Wilde's conscious socialism. It may be more accurate to say that these writers were united in asserting the value of the individual against the mass, and that in doing so they reflected the whole spectrum of political and social opinion. There are too many crosscurrents of feeling in these often complex stories for their authors' to be enlisted in any battalion.

But without accepting Jack Zipes' emphasis on the authors' supposed social radicalism, one can argue with him that "their tales reveal a profound belief in the power of the imagination". Most of these authors thought the imaginative freedom of children's make-believe crucial to human growth and health. They would have wholeheartedly agreed with George MacDonald that "he who will be a man, and will not be a child, must - he cannot help himself - become a little man".

It is true that a belief in the transforming power of the imagination set the fairy tale authors apart from the mechanizing impulse of the industrial revolution which had produced the cowed, stunted and stupefied children interviewed by Richard Henry Horne in Wolverhampton in 1841 for the

**Royal Commission on the Employment of Children in Mines and Factories.** Horne was himself to make a substantial contribution to children's literature (and write a brilliant memoir of his own childhood), but it was his friend Charles Dickens who in *his* *Times* charted the brutalizing extent of this denial of the imagination:

"Ay, ay, ay! But you mustn't—"  
cried the gentleman, quite elated  
coming so happily to his post.  
"That's it! You are never to fail!"  
"You are not, Cecilia Jupe." The  
man Gradgrind solemnly repeated  
"to do anything of that kind."  
"Fact, fact, fact!" said the gentleman.  
And "Fact, fact, fact!" repeated  
Thomas Gradgrind.

And it was Dickens—worshipper of Hane Andersen much as Anderson was worshipped by many of the authors of Zipes's book—who most effectively transformed the Victorian culture of imagination. Dickens laid out the motifs, many deriving from the great traditions of literature, and his characters are woven deep into the fabric of the fiction, and acted on his readers' imaginations, even after reading *David Copperfield*, *Carol*, even the curmudgeonly *Thomas Carlyle* was, his wife Rebecca "seized with a perfect conviction of hospitality." Just such a reconstruction of the individual is the aim of every novel, every story in *Villages*.

Indeed some teachers may now feel spoilt for choice. The questions to be addressed are these: What use can be made of old texts where cash is short? How should we decide between the main texts on offer? What other texts and resources should teachers have handy for inspiration? What other pupil resources will be needed in addition to...

any textbooks?

Any very heavy reliance on old CSE texts would be a pity. Some of them have had a dated appearance for several years already, and only emergency use in the early stages of the course could be contemplated.

Traditional O level texts should be in the bin by now. Longman have introduced G Stanslake's *Introduction to Economics* to A level use (where it is used), parts of sections might still be used. *Industry and Economics in Action* by Christie and Scott could be useful.

The new texts are tough for weaker pupils but the exercises, selectively approached, could be the basis for developing understanding. The passive, wordy 'approach' of the O level texts renders them obsolete except as an occasional backup for able pupils. So the new texts fulfil a criterion.

Understanding Economics, the end product of the Economics Education 14-16 Project, be used? Every school should have the Teacher's Guide, if only for the inspirational effect it can have. Many of the units are highly relevant to a GCSE course and some of them could provide a basis for course-

the old diagrams have been redrawn and photographs added. There are many more data response and multiple choice questions at the end of each chapter. In substance, however, very little has been changed. This remains a good O level text, but it is in no way comparable with recently set standards in humanities publishing generally at this level.

Turning to the new textbooks, three were in the market early. *Economics for GCSE* by Alain Anderton (Collins), *Action Economics* by Andrew Leake (Macmillan) and *Money-Go-Round* by Colin Vosper (Blackwell) were all published in 1986. The first two were favourably reviewed in these columns last October. Anderton has relatively little text, Anderton has terms and definitions. It includes much material on visual stimuli, many questions for investigation or consideration, and assorted case studies in the data response sections. The tasks sets are graded so that the earlier ones are within the scope of pupils of moderate ability, while the later ones are very challenging. (Sometimes the later questions cannot be answered with reference to the text.) So this

book needs to be used very sensitively by the teacher. It would be necessary to structure lessons in such a way that the use made of the book varied with the ability of the user. Or genuinely co-operative small mixed ability groups could be created, to ensure that the tasks are clarified by discussion, for those with limited verbal skills. Also, some complementary data and reading

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chapter, and answers are provided for numerical questions. There is little emphasis on exploratory or investigative approaches, except through data response questions.

In addition to these three, two more textbooks are about to be published: *Economics: A Comprehensive Approach* for GCSE by Paul Curry (Bell and Hyman), and *GCSE Economics*, by Robert Paisley and John Quillfeldt (Longman). Two more are in the pipeline from Nelson and Heinemann, but publication is not expected before 1988.

Similar in size to the rest, Curry has a large visual element (photographs, cartoons and diagrams) combined with comparatively long sections of continuous text in longer chapters. (It would be a matter of personal prefer-

ence whether teachers opt for Anderson's 87 units, Leake's 56 chapters, Vosper's 29 chapters, or Curry's 16 chapters.) It has comparatively strong coverage of the Third World: one chapter is entirely devoted to it, and the chapters on economic systems and population concern themselves with development issues. Key terms are printed in bold letters. There is a fair

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## Playing the market

continued

difficult theory means that the core is accessible to a wide range of pupils. The data and the numerous tasks set are reasonably simple, comprehensive and practical. Particular features of this book are the clear and workable coursework suggestions, and the dictionary items at the end of each section. The onus is on the pupils to build up their own dictionaries using definitions in their own words.

The content of Paisley and Quillfeld is particularly suited to those syllabuses with a strong element of social economics. A number of topics are pursued from the pupils' vantage point. It is very much a book which is in the spirit of GCSE, though having said that one feels more might have been done to promote exploratory and investigative approaches. Perhaps Longman see that angle as having been covered adequately by their 14-16 Project publications. To these it is an excellent complement.

What other resources do teachers need, in addition to textbooks? None of these texts attempts to give full data on the topics covered. All teachers will know about the basic data sources available from HMSO and elsewhere. But these do not always solve the problem. In recent years stress has been placed on the use, where possible, of live data. The usual sources of data tend to present too many figures together, for beginning students to handle confidently. So the teacher must select appropriate data with care, and this is time consuming. HMSO's *Key Data*, *Social Trends*, and newspapers present some useful processed data. There is still scope for one of the desktop publishing concerns to produce a very simple, cheap, annual statistical survey for GCSE purposes, either in booklet form or as photocopy masters. Computerized databases may be the answer.

Of the textbooks here covered, only Paisley and Quillfeld and Anderson present coursework suggestions, and these are any only brief outlines. In this connection *Coursework in Economics* by John Bardsley and Jim Neillsham, (Causeway Books) looks extremely useful. At £2.40 it is a reasonably priced handbook containing a real wealth of advice on how to tackle research at this level, how to collect and present data, and how to explain, analyse and evaluate results. It can really help to reduce teachers' feelings of inadequacy in the face of curriculum change. In addition it outlines 25 coursework topics from which a selection can be made. Some are more workable than others; many will jog teachers' and pupils' minds to produce other ideas as well. The basic approach used is deductive, encouraging hypothesis, methods of testing, and analysis. This contrasts somewhat with the investigative approach employed by Anderson, which is inductive in that it starts by gathering or presenting information and proceeds from there to the theoretical ideas. Every teacher should have one copy at least.



It goes without saying that textbook and data resources alone will not create much experiential learning. However, basic resources can provide problem solving exercises of various kinds. Of the items reviewed here, *Economics*, the 14-16 Project, make major contributions in this field. Anderson and *Understanding Economics*, the 14-16 Project, make major contributions in this field. Anderson contributes a number of his units with problem solving situations. Many of the 14-16 units present situations or issues which require analysis and consideration; the units contained in 'The Young Person as Producer' are particularly useful. These kinds of problem solving approaches are especially valuable when put in context by outside visits of all kinds, and by careful use of links with local firms when these are possible. These latter are still one of the best, if not the easiest, ways of generating case study material.

Packaged case studies are available through the BBC's *Case Studies in Production*, devised by Linda Thomas. These radio talks, together with the teacher's and pupil's pamphlets, take five firms which illustrate particular aspects of production. Although aimed originally at O level, the talks are very accessible and the tasks could easily be adapted to fit a more mixed ability grouping.

Another source of problem solving approaches is computer programs. These are rapidly increasing in number; Longman and others are energetically promoting them. They have considerable potential if carefully integrated into the teaching programme. But they are still not cheap. One understands that the publishers must recoup their high development costs, and protect themselves from illegal copying but surely prices must fall sometime? Care is needed to ensure that the programs bought provide stimulus for the pupils concerned. Able, computer literate pupils make short (and bored) work of easy programs, and equally many pupils switch off fast if the level of complexity is too great for them. Team games will not help if the same creative spirits dominate them every time. So teachers need to select carefully, given that they may not be able to afford a large library of programmes for different uses and levels of ability.

One more small book deserves mention. Andrew Leake's *Countdown to GCSE*, (Macmillan) is intended for pupils and parents rather than for teachers. It gives a brief, thorough and readable description of all aspects of

16-19 prospects

## New proposals

BILL JACKSON

The present Government has made no secret of its desire to increase economic awareness among school children. An economically literate workforce is seen as an essential prerequisite for growth, and an increasing number of 16-year-olds are seeking certificates in Business Studies, Industrial Society or Economics. Modular TVEI courses incorporating Enterprise Education and similar initiatives swell the numbers yet more, and when one takes into account the proportion of schools which incorporate Economics Association 14-16 project materials into non-examination classes, it is clear that the Government's dream is coming closer to fulfilment.

At Advanced level such encouragement has not been necessary. Economics has been one of the most popular subjects for the last two decades, and every Examining Board offers syllabuses both in Economics and in one or more related disciplines. All syllabuses assume that candidates are coming to the subject without earlier grounding in its skills. For reasons explained above, this scenario is becoming less and less realistic. A level teachers will soon find that some of their students already have a basic understanding of the subject when they start their courses - in most cases having been taught by the A level specialists themselves. Classes will become more mixed, and more difficult to teach in consequence.

The appearance of AS levels has added another dimension to 16-19 education. These are designed, to cover half the ground of full A levels. Whilst it may be possible for the largest tertiary and sixth form colleges to create separate teaching groups for AS level candidates, in most schools this will not be possible. Teachers will have to find ways of integrating AS students into half their A level teaching programme. Thankfully the potential havoc this might have wrought has been averted by the sensitive way in which the Boards have constructed their draft syllabuses. Those so far published tackle the problem of integration in one of two ways. The AEB, for instance, recognizes that 'Economics A level does not lend itself easily to reduction by half'.

... having ... a certain coherence and interdependence of its constituent parts which is hard to break up to the intended extent'. The outcome is a draft AS syllabus and specimen examination paper well suited to assessment at the end of the first year of a 'traditional' A level scheme of work, as a replacement for the O level which was often examined at the same point in the course.

The second approach is typified by

the draft proposal from COSSE, a core module (Resource Allocation Economic Systems) can be taught with one of three others to the students gain a more specialist understanding of Business Organizations, Macro Economics or International Economics. This scheme is more suited for integration with courses where macro and microeconomics are taught separately. It would be appropriately examined after the student has gone through the full years of either micro economics or macro economics. None of the proposals so far published include provision for coursework, which is compulsory or optional.

Looking to the future, one of the likely outcomes of the work of Gordon Higginson's committee was, GCSE-type National Criteria will be formulated for A level. In a broad sense these already exist - aims, objectives and a list of topics common to the A level syllabuses. Examination Boards are included in the Common Core statements produced in 1983. No doubt they will be modified and extended. One can assume that appropriate assessment techniques and their weightings will eventually be specified, and to coursework will become compulsory.

More immediately, the first of GCSE 'graduates' will be sitting on their A level courses in 1987. The translation of National Criteria into classroom practice will mean that these students will be sitting A level more skilled in the interpretation and evaluation of data by their predecessors. Their appetites for investigative learning will have been whetted by coursework. Content courses will make them impatient with didactic teaching styles. All of the Boards plan to convene working parties to assess how A level should change in the light of these developments. Although some of the Boards have already set these plans in motion, progress in all cases has been slow. Economics is not seen as a priority for treatment, and in all likelihood syllabuses will be changed substantially only after the Higginson committee has done its work.

Like the curate's egg, the future of Economics 16-19 is good - in part. The difficulties of teaching those whose students are working towards a variety of examination targets about whose progress is less expensively investigated skills, can be considered as progress.

The author teaches at King Edward VI school, Litchfield.

## Earning a living

Spotlight on Economics and Society. By Alain Anderson. Pitman £5.95. 0 273 02319 5.

Alain Anderson is well known as an author of several lively economics textbooks. This latest book is part of the successful Spotlight Series and aims to help young people understand the way in which the country earns its living. It is written with pre-vocational courses in mind, although it may be a useful additional resource for some GCSE economics, business studies and social studies courses.

The book adopts a pupil-centred approach and is packed with interesting stimulus material, as well as exercises and questions. The 14 chapters include such topics as budgeting, shopping, accommodation, the environment and new technology.

Because of its integrated approach and lack of any precise syllabus, the pre-vocational area is particularly difficult to write for. This book might have come closer to meeting the needs of such courses if it had adopted a style

based on rather longer learning assignments with the cross-curricular approach being specified at the start. The book would be more in keeping with the pre-vocational approach which requires the learning outcome of any assignment to be made clear to the pupil at the start of the exercise. Whilst some of the exercises and assignments are imaginative, others are mundane and may require reworking to elicit the necessary response. An example of this occurs in the chapter on trade unions where pupils are asked to 'write a 2000-word report on the roles and methods of operation of a trade union'. The lack of an outline is also a handicap for those wishing to use the book as a resource to develop the strength of its excellent stimulus material and ideas but teachers will want to develop their own structured assignments around the material in order to meet the individual needs of their courses.

The author is head of economics at 'Bedon' School, Crowborough, East Sussex.



The famous casualty book, rostrum and Lutine bell feature in an illustration of the new underwriting room from the chapter 'Lloyd's of London' in *Discover Business and Commerce* (Pitman £5.95) by David Spurling. Twenty-two short chapters, which include questions and projects, provide material for various business and commerce syllabuses, including GCSE.

## On solid ground

Economics Explained. By Peter Mawer, Danny Myers, Nancy Wall, Roger LeRoy Miller. Collins Educational £9.95.

Teaching A level Economics has become a minefield. The more the media cast doubts upon the value of economic theories, the more we have to justify to our students the analyses that we use. It is difficult for a textbook to look at every perspective as students need to feel some solid ground beneath their feet. *Economics Explained* tries to combine both these aims. The authors have incorporated discussion of current problems and controversy into a text which provides excellent coverage of A level syllabuses.

The book lays the foundations of microeconomics in the first section. This is wise, as an early understanding of demand and supply seems essential if a student is to be expected to follow the intricacies of macroeconomics. It then moves on to the issues that students enquire about, unemployment and inflation, leaving the more complex aspects of demand and supply and the theory of the firm until later.

Each chapter is carefully structured to develop the theory gradually. There are preview questions to encourage students and teachers to explore the field before plunging into the theoretical analysis.

Throughout each section Key Points are highlighted to reinforce learning, although the language used in these is usually found that simplicity aids memory. At the end of each topic there are case studies which enable students to apply their new-found knowledge to current situations. These are drawn from a broad selection of sources ranging from the *Economic Monthly Review* to an article on compact discs in *Cosmopolitan*, so at least some of them should catch the attention of the least motivated student. It is a pity that suitable case studies have not been used at the beginning of some chapters to provide stimulus material for students to build theory from reality.

Up-to-date, real world data is used throughout the text and in the case studies, which gives the book a much greater life span. Chapters are completed by a range of exercises and questions. The essays come from past exam papers, selected from all examining boards. Answers to the exercises and multiple choice questions are included. I would have preferred the exercises integrated into the text so that they appear at relevant points.

Technical terminology is gathered together in a dictionary at the end of the book: an invaluable asset for

instant reference. As a whole, the book is attractively presented and well laid out; charts and diagrams show clearly on a blue background and the double column format is easy to read.

The coverage of microeconomics is thorough and interspersed with stimulating case studies. The chapter on government intervention in markets is concluded with a study of agricultural subsidies in Saudi Arabia which would make European farmers green with envy. International trade is introduced in the first part of the book, a much more logical location than tucked on at the end, where it is often found. The exposition of the theoretical side is clear and easy to understand.

In the later microeconomics section, demand curves are derived using marginal utility and indifference curves. The theory of the firm is included here. It follows orthodox lines and only gives a passing mention to the managerial and behavioural alternatives.

Differing interpretations of unemployment statistics are used to show the political dimension in the macroeconomic field. Inflation is explained using aggregate supply and demand for both Keynesian and supply side theories. Income and employment are discussed mainly in terms of Keynesian economics. A chapter entitled 'Some Alternative Views' covers supply side analysis, the Phillips curve, adaptive and rational expectations. Better comparisons are made in monetary theory.

The authors have not succumbed to the temptation to push out the boundaries of theoretical knowledge required for A level. IS and LM curves are not included as they are unnecessarily complex. The book covers comparative and development economics which are becoming increasingly important. The case studies are particularly useful in these fields. Data on 126 countries could lead to interesting comparative work on development. The chapter on command economies briefly explains the Marxist critique as well as evaluating the system.

*Economics Explained* is an up-to-date, thorough textbook which looks at economics in its current context and provides stimulating material for students to work on. In some areas, however, it does not face up to current controversy, but these instances are outweighed by the advantages. It also bridges the gap between traditional A level textbooks and newer American offerings, which are in general too advanced for most students.

The author teaches at Kingston FE College, and is Chair of Economics Association Working Party on A level economics.

## Filters

Economics Education: a Second Handbook for Economics Teachers. Edited by David Whitehead. Heinemann Educational £12.50. 0 345 33750 5.

The purpose of this handbook is largely to assist secondary school teachers of economics in their work. That is to some extent actually to teach the subject, but more importantly to prepare school students for examinations in it. It is written chiefly by teachers, and they have clearly thought a great deal about their task. The book will be most helpful to other teachers; but it will also be of interest to pupils who would like an insight into what is supposed to be happening in the courses they are pursuing.

Part One is devoted to economics

for 13-16-year-olds. I make the assumption that it is a fair account of what is taught to that age group. I also assume that someone has thought about the place of economics in the curriculum, and its educational value. My own response to what I see here is one of complete bewilderment. With two or three exceptions it has little intellectual content, not much more useful factual content, and bears little or no connection with the subject that I know and love. History or mathematics are recognizably the same subjects at whatever level they are studied; the same does not seem to be true of economics.

The material on post-16 teaching is a good deal more reassuring. There are helpful general articles on teaching as such, and on individual topics. Even here, however, there is much to be worried about. I am particularly concerned how little use is made of mathematics and statistical methods. Indeed, the book solves a problem

which has bothered me for a great many years. The students whom I teach are supposed to have at least O level mathematics. My experience is that most of them when they arrive have little or no facility in quantitative methods, and are unhappy when asked to use them in economics and related disciplines. This seems to be the consequence of how they are taught in school, which, to say the least, is a pity. And while I am complaining, let me add that this deficiency is not offset by their acquiring a lot of factual and institutional knowledge.

Of course, the cause of all this is A level itself. This is most clearly illustrated by an admirable survey of textbooks, assessed in terms of their usefulness for A level. About the best that can be said for most of them is that they will act as filters. Any student who can read them, and still want to continue with the subject, must be extraordinarily highly motivated.

Maurice Peston

## Defrilled

A Guide to A Level Economics. By Andrew Tibbitt. Nelson £5.95. 0 17 448119 5.

Revision guides tend to be dull publications. Brevity of frills and elaboration, subjects are reduced to sets of numbered facts which eager students can swallow whole for later regurgitation. This book is no exception. The danger is that examination candidates using it will believe that the lists of facts are sufficient for A level success, and (ignoring the advice of the author) will treat the book as a basic text - a purpose for which it was never intended.

In its favour it must be said that there is a very comprehensive index which should enable the candidate to

look up particular subject areas without difficulty. Cross references in the text lead the reader to related syllabus areas and clearly show the links between topics. Nevertheless, the overall purpose is to carve A level economics into discrete units of work, each defined by its own set of numbered statements.

The chapters (units) follow a fairly conventional micro/macro split. A basic introductory section on economic systems is followed by chapters on demand, supply and price determination. Distribution theory concludes the final 12 pages of micro, following a brief discussion of the size of firms. The Measurement of National Income introduces the macro-economics part of the book. It is followed by units on the analysis of aggregate demand, the determinants of investment and the role of fiscal policy. Wealth distribution (briefly) precedes a section on unemployment and de-industrialization. Money and inflation concludes

the section. Two chapters on international trade lead into an excellent unit on the EEC. The last pages are devoted to economic growth.

Each unit has its own selection of 10-15 multiple choice questions complete with answers. Data response exercises and essays are scattered through each unit at appropriate points so that students can test their understanding, and suggested answer plans are included at the end. Diagrams are used freely throughout the text, and generally serve their purpose well.

The market for revision guides is being exploited by an increasing number of publishers. A *Guide to A Level Economics* has strengths, particularly the data response exercises, which should ensure it a niche in the market. At the same time its weaknesses, particularly of over-simplification, have to be acknowledged. This is probably less a verdict on the book than on the brief it was written to.

Bill Jackson

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The author is head of economics at 'Bedon' School, Crowborough, East Sussex.



## Rosalind Levavčič

## David Whitehead

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Department 311 Shropshire Road, Maidenhead, Berkshire



technology. However, I think that the skills of information processing and use are too important to be stranded within a particular curriculum subject. It should be the aim of education to ensure that every pupil is keyboard literate, to give them every opportunity across the curriculum to do what has become the penmanship of our age.

The author is the Director of  
Cambridge Business Studies Programme  
the University of London Institute  
Education

## D J THOMAS

**Introducing Accounting** is among the first books on the subject to claim suitability for GCSE courses. It is a big book which in addition to the GCSE syllabuses covers RSA and BTEC course requirements. Each page is illustrated profusely and self-test questions (and answers) appear at the end of the book. Here is comprehensive coverage of the subject. It is to be hoped that the effect of such full and detailed explanations is not to daunt the student of average ability.

The Business and Technician Education Council has emphasized the need to give business students a thor-

**Costing: an Introduction for Students** is a studybook designed to help students understand the principles of the subject and to appreciate the significance of costing statements. In this new edition, the text has been updated, some topics have been extended and new chapters on behavioural aspects of the budgeting process, and the identification of relevant costs for decisions have been included.

Following the main body of the text is an activity and assignment programme based upon a study of a small furniture business. Case studies are also included. This second edition of the book includes a new chapter on business software packages.

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## ARTS

## Political traffic

Nicholas Shrimpton reports from Stratford

Fashion.  
The Other Place, Stratford-upon-Avon.  
Julius Caesar.  
Royal Shakespeare Theatre.  
Hyde Park.  
The Swan, Stratford-upon-Avon.

The difficult thing about being a political dramatist is that you have to be able to write the arguments for both sides of a debate. Passionate conviction will suffice for a speech, a pamphlet or a revue sketch. For a political play you need something more, if the two hours traffic of the stage is not to degenerate into a dreary tirade.

Doug Lucie's new play, *Fashion*, gives us three hours of just that. Mr Lucie is clearly the sort of socialist who believes that you have to be a fool or a crook not to share his views, and that ordinary voters would inevitably rush to support the Labour Party if only the wicked capitalist media did not tell them lies. The anti-hero of his drama is, accordingly, the managing director of an advertising agency which has just been given the Tory Party account. Politics, it is suggested, has been reduced to a mere matter of marketing. Style has ousted class analysis, and fashion has closed the door on the truths of dialectical materialism.

Most implausibly, Paul Cuth (the unsuitably named advertising man) hires a socialist film director called Stuart

Clarke to shoot the Tory Party's commercials. Seemingly a drunken has-been, Clarke swiftly recovers his sobriety, his technical expertise, and his convictions, and spends the last hour of a long evening telling us all what we ought to think.

Around him is dangled a group of right-wing grotesques - a would-be Parliamentary candidate, a Central Office fixer, a ruthless businessman, and a former Labour MP turned Tory journalist (loosely based, one assumes, on Brian Walden). Lucie has faintly grasped that the Conservatives are no longer "the stupid party" which their opponents could once complacently take them to be, and that some of their supporters find them one genuinely radical force in contemporary British politics. What the intellectual content of that radicalism might be, however, Lucie has not the slightest idea and Clarke's points are therefore scored against a phantom enemy.

The result is an exceptionally dull drama, tricked out with some soap-opera effects of glamour, homosexuality and nudeness, and full of actors who are embarrassingly too good for the tedious scenes which they are

required to play. Estelle Kohler's ludicrous attempt to suggest the instantaneous conversion of a materialistic yuppie into a fire-breathing Trot is the most painful waste of talent I have ever seen on the stage, made worse by the fact that all around her gifted players are themselves. Brian Cox does his powerful best with the part of Cash, anyone who has recently seen him in Shaw's *Major Barbara*, however, will spend the evening wincing at the gulf between what he can achieve in a genuinely political play and what he is here obliged to do in a fake one.

Down the road in the main house that genuinely political play *Julius Caesar* is on offer, in a production by Terry Hands. Lucie Shaw and (in his best work) Brecht, Shakespeare knows that drama must offer debate rather than harangue. Brutus, the political idealist, stands between two political realists who are both genuinely ambiguous. Caesar is a man who can be loved and admired, but also a vain tyrant. Cassius is an envious self-seeker, but also a convincing friend of liberty. Political choices are

not simple. Political plays are correspondingly complex.

Unfortunately, as if to confirm that subtlety is currently off the Stratford menu, Hands does his best to obscure this complexity. David Waller's Caesar is a vainglorious old ham. Sean Baker's Cassius is a hunched and wheedling demon king. As if this were not enough, the crucial political context of the Roman people is here reduced to a series of recorded crowd noises played over the tannoy ("Cassius! Cassius! Walkmen, lend me your ears"). The set gives the impression that one is going to the theatre in a suburban shopping precinct: the lighting is flashy and intrusive.

Amid all this nonsense, Roger Allam somehow contrives to give us a strong, thoughtful, and lucid Brutus. His crucial moment of practical misjudgement is brilliantly conveyed, and the stoical "Portia is dead" is more than usually moving. Such acting, however, here shines out like a good deed in a decidedly naughty world for the minor casting is desperately thin. With most of their best actors in a bad play, and most of their worst and weakest in a good one, there seems at

present to be a distinct sense of malaise about the Royal Shakespeare Company at Stratford.

Fortunately *The Swan* is there to set things once again, for work that manages to be classy without being either vulgar or vulgarious. In Shirley's *Hyde Park*, first performed in 1632 and largely forgotten since the 17th century, proved to be a marvellous rediscovery. In summary it is entirely routine - three separate plots are linked by the presence of the lovers at a race meeting in Hyde Park. In practice it proves to be a delicate, ingenious and strange.

Barry Kyle's production sets the play in the London of Virginia Woolf. At the heart of this conception is a Fiona Shaw as the witty feminist Mistress Carol. Crouched over the typewriter to compose her book, "The Amazons of London", or, more trenchantly, she is magnificently sexy, subtle and amusing.

The Mistress Carol plot has also been praised as an adventurous usurpation of Restoration Comedy. The distinction of this production is that it also manages to make the other two more conventional strands grip. The result is a sweetly sad and comedy, vastly modern and yet more enjoyable than one could have expected. Don't miss it.

Ingemar (Anton Glanzellus) in *My Life as a Dog*

## Out of orbit

The Voyage Home: Star Trek IV (PG).  
Empire, Leicester Square.  
Flight of the Navigator (U).  
Cannon, Haymarket.  
Little Shop of Horrors (PG).  
Warner West End, Leicester Square.  
My Life as a Dog (PG).  
Renoir, Brunswick Square.

Taking the kids to the cinema this Easter, you will find little affection for present time. That has not stopped real time catching up with the crew of the *Starship Enterprise*: in *The Voyage Home*, Kirk, Spock and the gang are beamed back to San Francisco, looking depressingly close to retirement age. Their mission: to save the hump-backed whale. This, as Spock would say, is strictly "logical" since the future of the planet is at stake. "Logical", too, from their middle-aged perspective, is Spock's devastating response to a punk who refuses to turn off his stereo. But when the action starts, they can still move fast enough to make a young audience forget its popcorn.

Not so fast, however, as the hero of *Flight of the Navigator*, who loses eight years travelling at the speed of light in an alien spacecraft and returns, with a head full of hieroglyphs, to find his younger brother has become his older brother and the family have moved house. With no memory of the missing David, the older brother is understandably confused. NASA takes him up for experiments, but he escapes with the help of the aliens, forms a meaningful relationship with an outsize angle-poise lamp and pilots the spacecraft round the world a few times before being successfully blasted back to 1978. This fable could be about the confusions of pre-adolescence, and still more about the values of middle-class, middle-American family life, but it is mainly the excuse for some aerial shots of the Grand Canyon and yet another piece of wise-cracking hardware.

David's suburban home is the ideal of Audrey (Ellen Greene), the golden-haired, hisping star of *Little Shop of Horrors*. She wants to share it with Seymour (Rick Moran) whose discovery of a lethal extra-terrestrial vegetable will, appropriately, furnish the key to their dream house. Set in the Kennedy Camelot era of the early 1950s, this is a send-up of the rags-to-riches story, a musical with plenty of ironic touches. From Audrey's seditious boyfriend (Steve Martin) who discovers his vocation in dentistry, to the prim trio of angels who provide the chorus and the pot-pot itself, disarmingly uninhibited in its demands for blood. Suitable for most children, except those who dislike dentists and cabbage, it is tuneful, witty and imaginative.

Lasse Hallström's *My Life as a Dog* is a Swedish film, adapted from Rikard Jonsson's autobiographical novel about growing up in the late 1940s; the title refers to the central character's tendency to compare himself with the Russian space dog Laika, abandoned in orbit around the earth. Life for Ingemar (Anton Glanzellus) is only marginally better: his mother, subject to violent rages, is dying of cancer, so he is farmed out to relatives in Smland. His adolescence begins among the eccentric inhabitants of this backwater, overshadowed by his feelings of guilt and loss, and helped by Siga (Melinda Kinnaman) who plays in the village football team, boxes and does her best to hide her developing lust from everyone except Ingemar.

Often very funny, beautifully acted by Glanzellus and a largely amateur cast, *My Life as a Dog* confronts the traumas of Ingemar's childhood with unsentimental optimism. It will be a great pity if it succumbs to the fate of most foreign-language films and falls to rest as the adolescent audience which will best appreciate it.

Robin Russ

## Big bangs at Bretton Hall

National Student Drama Festival  
Bretton Hall, Wakefield, April 9-16.

Shortly after arriving, I learned that Barbara Hepworth's "Family of Man" group was recently rescued from the clutches of a local scrap metal merchant who "just found these bits of bronze lying around on the hillside". I reflected that private entrepreneurs would be unlikely to see the festival as a prime source of profit. Whatever student drama groups are worried about, commodity value doesn't figure highly.

The cafeteria tables were littered with beretted posters exhorting me to throw custard pies in the Greek theatre ("It's squeaky!" "It's fun!"). Work on "Hey, Nicaragua" (spontaneous Lehrstücken) or converse with Juliet Stevenson, I went in search of Shelley High School from Huddersfield.

Sтивен Downes and Kate Burling devised *A Lonesome Kate* with their theatre studies students. They'd entered a competition sponsored by the British Society for the Advancement of Science. But, because their play highlighted abuses of science, it was rejected. The play includes the simulation of an atomic explosion, an acid rain dance and the release of hundreds of paper cranes on stage. Kate told the story of the Japanese girl, a Hiroshima Sakado, who had inspired this. "When she made paper cranes, there's a legend that if you fold 1,000, you'll be protected from illness. She made 964 before she died." Steve said they'd tried to pack as many theatre techni-

ques as possible into the 20 minutes the show lasts, including a piece of Frankenstein melodrama and slapstick with nitroglycerine.

I watched King Alfred's School, Hampshire perform *Holiday in the Sun*, written by Tony Grounds using pupils' ideas and improvisations. Somewhere in the city, the lights go down. Frankie Goes to Hollywood booms out. Ricky and Gary ritually undress to their Union Jack underwear. Beneficiaries of the Big Bang, young ex-pats from the Falklands, they loudly declare their allegiance to "Maggie's barmy army". Boarding the plane for Ibiza are two other versions of the British abroad: Mr and Mrs Average ("have you packed the Quells, dear?") son Charlie and daughter Debs, and five 16-year-old girls worried about their O levels.

The production freezes action on one side of the stage while it starts on the other. The lads - with Ricky, a satanic sergeant major of Miskulc - uncapped baggers as if pulling pins from grenades and hold them aloft. "Attack it!" grates Ricky, "last one to puke a waffer!" We cut to the girls sunbathing on the beach. Sofia is a 16-year-old with a man. She's slept with two boys. Sally wants to be faithful. Kath is stumbling under the burden of her virginity. Throughout the action, satirical references abound: "Nobody swims with their mouth open. You might swallow a turd!" and "Is that a balloon? No, it's a Johnny." Underlying it all is the idea that "new enterprise" culture feeds on the same philistine, chauvinist fervour that exploded in the Heyzel stadium.

To the opening bars of Stravinsky's "Rite of Spring", the three principal characters in Worcester State Youth Theatre's *Spring Awakening* are slowly dressed as if for a sacrificial burial. Wendla Bergman's name is fearless honesty. Moritz Strindberg's trembling diffidence, and Melchior's furious passion are aspects of adolescent struggle against a repressive Protestant small town morality. Mrs Bergman cannot bring herself to give Wendla the sex education she demands and needs. The spirit of youth becomes a caged beast. Melchior's rape of Wendla in the hay is frozen in a red spot. Moritz blows the brains that won't be stuffed with quadratic equations and irregular verbs. The teachers who meet to pontificate on this local moral crisis are Grozian caricatures, rapacious, cynical, and expelled - an "obscene pamphlet" written by him has been found on Moritz's personal effects. Wendla is killed by a local doctor's bungled attempt to abort her child while he is in the town's graveyard.

Melchior returns from exile to enter the town's graveyard. He has created a startling moment of Expressionist theatre. All the dead, dressed in clay-blue shrouds, stand in as if crucified to form the cross on the ground. Melchior rips down to the front of the platform in a surge of defiance as Wendla's corpse hums the aural theme from the "Rite of Spring". The youthful energies of drama seem alive and well.

John Salway

## Way back when?

Volpone. By Ben Jonson. Half Moon Theatre.  
When Did You Last See Your...  
Trousers? By Ray Galton and John Antrobus. Garrick Theatre.

Volpone? But we all know Volpone. We've studied it, seen school productions of it, possibly acted in it. Ben Jonson's comedy of manners basks in the sort of costly unthinking familiarity which obscures the fact that it is, ably difficult play for television-age audiences to grasp.

They can "understand" it, in the sense of perceiving its simple moral point: greed blinds and debases. They can comprehend its intricately interlocking sub-plots. But their literary ear will have been attuned to the pared-down functionality of a very different kind of drama, whether on screen or stage, the profligate wit and the well-timed metaphorical allusions which put the play further out of reach than

much of Shakespeare.

Behind this new version, which premiered last year at Birmingham Rep, there clearly lurks a sense of this uncomfortable truth. Ken Marsden has pruned jokes, speeches, and even sub-plots in a valiant effort at accessibility, and has transposed the events from 1607 to an uneasily established 1977 (or thereabouts).

Morley himself plays Volpone, at once dainty and athletic, fastidious and gross; John Matshkiza plays his servant and accomplice Mosca with corresponding verve. This Mosca is black, and this master drools over him like a libidinous sugar-daddy: the relationship is richly comic, and has savage bite.

But the bite they put on their fellow-citizens is unfortunately far from lethal, and much of the blame for this must lie in slap-happy direction. Volpone (Tim Stern) glitters with greed, but neither of the other victims is delineated with the requisite vicious precision: Sir Politic Would-Be, admittedly a hard part to make sense of, fails to spark as a tweedy provoking the episode in which he fails to conceal himself in a giant tortoise-shell coat, makes much of it, and meets with a somewhat surprising end.

this, but they should drop in and take a look at the West End's latest fare. *When Did You Last See Your... Trousers?*, which is as traditional a sex-comedy as its hackneyed title implies, director Roger Smith and his able cast show what ripping stuff is possible when the timing and energy levels are right.

But weaknesses of direction are really a side-issue. One leaves the Half Moon with the suspicion that there are no cuts, no easy transpositions from the past to the present, and that it can only appear to have acquired the literary and historical background to appreciate it.

Michael Church

According to Neil Postman, the metaphors of image-based communication have fundamentally altered political discourse and are amusing ourselves in. Paul (Methuen, £3.95) argues that the electronic media are bringing the world to the vision of *Brave New World*. He considers education, particularly the chapter "Teaching as an Illusion" where he criticizes the applications of, some, television to the classroom. It is a book that should be read by all those who are involved in education. The cost of the book is £3.95.

## RESOURCES



## Please take note

A unique music computer is to be discontinued.

Nigel Morgan asks why

In November 1984 Yamaha launched a product that within months created considerable interest from music teachers. This was a small (32K) MSX computer with a music keyboard called the CX5M.

The computer had a detachable sound module (the SFG01) capable of producing high quality FM sound and a MIDI out facility enabling the machine to drive other MIDI synthesizers. The software available included a "music composer", which allowed up to eight individual parts to be entered, and the "FM voicing program" enabling users to create their own sounds. For £600 the music teacher was able to purchase an exciting and potentially valuable resource for the classroom. Teachers were quick to see its potential as a compositional aid in the individual submission for the GCSE examination.

In September 1985, when Yamaha announced the imminent arrival of the CX5MII, the price of the CX5M had fallen to £200. Teachers and music advisers queued up to buy. When the CX5MII finally appeared in April 1986 we saw a more sophisticated machine with a larger memory (128K) and the advantage of MIDI in, a disc drive (extremely expensive) and a number of small improvements to the software.

In Yamaha's original glossy publicity for the CX5M, the computer is described as "a virtually indispensable tool for today's musician. And with the constantly expanding line of Yamaha CX5M music software... it's a tool that will continue to grow in importance in virtually all music related fields." In the same leaflet, under the heading, "much more to come", it continues: "the applications don't end here. There are many more sophisticated music software packages ready for release and many more under development. With your CX5M you'll always have the most up to date computer music system capabilities."

Now in April 1987 the news is that the CX5MII is to be discontinued from midsummer with no immediate plans to develop a successor or create further software.

This decision has come as a shock to many of its supporters. Colin Wells, manager of the microtechnology unit at the University of Reading Music

Education Centre, described Yamaha's decision as "deplorable". But he went on to say that the unit believed strongly in recommending the host system currently available regardless of future developments or availability.

Much activity and energy has gone into integrating the CX5M into the music classroom for the GCSE course. Local education authority music departments have been quick to run courses and encourage teachers to use the music computer. As a musician working as the Eastern Arts Association "Composer in the Community" programme, I have been particularly involved in helping pupils and teachers develop the musical potential of the CX5M and create curriculum ideas for its use. I was originally encouraged to do this through a county music adviser who was anxious to see the computer used musically and rationally. He believed that what he saw and heard being done with music technology could be achieved equally well with Carl Orff percussion. He needed convincing that the music computer had a musical and aesthetic potential. It was this statement that encouraged me to work closely with the machine in a variety of ways: as a sequencing and song writing tool in pop music; as a teaching aid in the classroom (particularly developing harmony, aural and stylistic studies) and as an interactive electronic device in live performance.

Despite the computer's many limitations (in many ways its strengths) I have written a number of "serious" compositions using the CX5M. Among them are a commercial film score, a work for jazz orchestra and computer, a series of studies for solo instruments and computer and "Skyscrapers for a Spring Storm", a work for solo voices, choir, six solo instruments, full orchestra and CX5M (commissioned and recorded by the Norfolk County Youth Orchestra).

With Cambridge Music Projects I have over the past two years been with many schools and brought numerous CX5Ms out of the cupboard (often unpacked) and set teachers and pupils on their way to most exciting results. By the summer of 1986 many teachers were committed to the use of the

CX5M and spent hard-earned capital on not just one machine, but in many cases three or four. Some teachers have completely reoriented their philosophy and classroom organization because of this little machine. One Norfolk teacher has recently been given secondment through TRIST to write a proper evaluation and introductory manual for the CX5M.

Although there are promises of exciting software from Digital Music Systems in Cheshire, what has so far materialized is potentially interesting but (apart from some excellent new sounds) extremely difficult to use in the classroom. Yamaha themselves have produced very little software of any real use beyond the music composer. Phil Ellis (MUSE fellow in Arts Education, University of Warwick) in an article for *Classical Music Monthly* in August 1985, pleaded for "software which allows it (the CX5M) to make a positive contribution to current music education, philosophy and practice". To date there has been little progress to this end.

Perhaps Yamaha realized that future software developments would damage their present thrust towards selling expanders, digital sequencer recorders and the like. Their attitude towards education has always been a little difficult to comprehend. Yamaha are said to claim 67 per cent of the UK musical instrument market. They have enormous diversification in their product range. They have produced and marketed a valuable classroom and personal musician's tool and at the point when music teachers are beginning to accept and indeed enjoy the challenge of music computing they are to pull the plug.

Technology can and should help us develop music as a language and as an experience. Confidence in products and their development is crucial for this to happen. Yamaha may not see their action as irresponsible but many music teachers will.

Nigel Morgan is a lecturer at Cambridge College of Arts and Technology. He has been Eastern Arts Association "Composer in the Community" since 1985.

## European tour

Consciousness of a pan-European identity or culture seems limited in Britain. The EEC Commission has made some attempt at developing it, but there is a long way to go.

One project it has been associated with is *Your Europe*, a primary project pack published by Holmes McDougall which it originally subsidized. In addition to the leaflets and maps produced by the Commission there is a substantial workbook. At £14.95, it seems quite expensive until you realize that the 23 classroom worksheets can be duplicated by Pressure Fax, or simply by rubbing down. There are no copyright problems and each master sheet gives 200 copies, so the book has a long shelf life. The subjects range from agriculture to fishing, energy, pollution and the environment and transport and travel.

The Commission's own publications department has also produced *Learn About Europe*, two workbooks for 14 to 16-year-olds, which are available free. One contains an information book and teachers' notes and the other a pupil's workbook. The information book has a simple historical explanation of the origins of the EEC and its present structure, with a preoccupation with the Common Agricultural Policy. It is the only real subject of study; other areas such as trade or energy policies have just been given a question or two in the students' workbook. However, as an introduction to Europe, the books are worth using.

Other free publications produced by the Commission could make useful source books. *Steps to European Unity* is a calendar and chronology of events; *A Journey through Europe* gives vital statistics of EEC members. They have small (40 cm x 63 cm) political maps of Europe that pupils can use individually and a well-designed wall chart. Larger maps can be bought (75 cm x 100 cm). The subjects are a political map of the EEC, forests and farming.

The European Commission in the UK also has a video, film and slideshow list that may be of some use. Its range is limited but the film *Decision Time*, for example, is meant for sixth formers and shows a group of students in role play, simulating the working of the Community.

Your Europe, £14.95 from Holmes McDougall, 137-141 Leith Walk, Edinburgh EH6 6NS.

Learn About Europe and other EEC publications, as well as information and film lists from the Commission of European Communities, 8 Storey's Gate, London SW1P 3AT. Windsor House, 115 Bedford Street, Belfast, 7 Alva Street, Edinburgh EH2 4PL. Films may be hired free from Guild Sound and Vision Ltd, 6 Royce Road, Peterborough PE1 5YB. Maps cost £6.95 for a set of three (also available individually) from the Ordnance Survey, Romsey Road, Mayhew, Southampton SO9 4DH.

Uma Ram Nath

## notes

## BBC INFORMATION LEAFLETS

Each year the Open University Production Centre of the BBC produces subject area leaflets, giving the dates and times of programmes they feel are of interest, and accessible to a non-student audience. The subject areas covered are: science, technology, public affairs and history, psychology, society and community, educational studies, management courses/media studies, art, architecture and design, music/literature, maths and computing and "new for 1987".

Leaflets are available free from The Information Officer, BBC Open University Production Centre, Walton Hall, Milton Keynes MK7 6BH.

## ICA VIDEO LIBRARY

From the beginning of May the Institute of Contemporary Arts video library will only be open on Sundays from 12.00 noon to 5.30pm. Library users will be able to reserve tapes by telephoning the ICA box office during the preceding week (01 930 3647). Sunday video screenings are discontinued until the autumn.

ICA, The Mall, London SW1.

## AUDIO VISUAL 87

This year's Audio Visual exhibition is taking place at Wembley Exhibition Centre from April 27-30. "The TES" will carry a report on May 15 in the Resources for Learning Extra.



## "EARTHRIGHTS: Education as if the planet really mattered"

This thought-provoking, fully illustrated teachers book explores the inter-relationships and importance of environmental, development, peace and human rights education. It asks how schools in the UK should go about preparing young people for informed and effective participation in world society. The book, written by staff at the Centre for Global Education, York University, in association with WWF-UK Education Dept., is now available from WWF-UK Distribution. Special offer price to teachers (May/June only) £1.50 inc p&p. Cheques/POs crossed and payable to WWF-UK. Allow 21 days for delivery.

## "Only One Earth" Education Pack/Video

WWF-UK is also developing an education pack for "Only One Earth", an exciting new TV series about environmental and development issues. The series, from BBC/North-South Productions, begins April 27th on BBC 2. The student-centred learning materials, teachers notes and accompanying Schools Video, aimed at the GCSE age range, will be published in September, 1987. Please ask WWF-Distribution for further details about this education pack and video. (Separate SAE essential).

WWF-UK DISTRIBUTION (Ref. 75), C/O RICHMOND PUBLISHING CO. LTD., ORCHARD ROAD, RICHMOND, SURREY TW9 4PD.

## Disc drive



signing of road networks, the control of traffic in populated areas, pollution, designing for the disabled, and safety.

The computer simulation puts you in the position of a car designer. Unfortunately no "design" input is required, it is more of a marketing exercise, as the board game and quite a number of the worksheets.

It is disappointing too that some of the computer graphics are not available on the disc. The cost of

producing even the most simple of CAD programs is well known, but with the resources available to industry in terms of talent and finance, there has to be a degree of subsidy in the production of materials for schools. This would enable young people to experience materials of the same high quality as those used by industry.

The slide pack, with its list of suggested follow-up exercises, shows clearly the extent to which designers have to go to ensure the safety of both the car's occupants and fellow road users.

Vast amounts of statistical information are given throughout the package, mostly favourable to the motor industry. On the positive side, this leaves it open for the discerning teacher to present this information in a manner which allows the student to propose both sides of an argument.

The introduction states: "The design of this pack offers maximum flexibility." This is certainly the case. Although the materials are clearly applicable to CPVE, TVEI and BTCE courses, the pack could also have a place on the shelves of any school library. Teachers from all subject areas will find a use for at least part of the pack.







# Come and teach in Kent

## HEADSHIPS

### EAST KENT AREA

Beauverne County Primary School, City View, Franklyn Road, Canterbury CT2 8PT.

Applications are invited for an appointment at this Group 5 school which is being formed on the amalgamation of the present Junior and Infant schools from September 1987.

Littlebourne CE Primary School, Church Road, Littlebourne, Canterbury CT3 1TA.

Applications are invited for an appointment at this Group 3 school from September 1987. Application forms and further details for both above posts available from the Area Education Officer, 78 London Road, Canterbury CT2 3LT (SAE please) to whom applications should be returned by 8th May 1987.

## DEPUTY HEADSHIPS

### EAST KENT AREA

St Laurence CE Junior School, Newington Road, Ramsgate CT11 0XQ. Roll 259 Summer Term 1987.

Required from September 1987 for this Junior school. Preparing members of the Church of England preferred. Applications are returnable to Rev P. Norwood, St Laurence Vicarage, 2 Newington Road, Ramsgate. Closing date 8th May 1987.

St Peter's-in-Thames CE (Aided) Junior School, Broadstairs, Kent. Group 4.

Required from September 1987, an experienced teacher, an experience in language development or environmental science. Technology would be an advantage, but applicants are welcome to state other interests and experience. Closing date 8th May 1987.

**SOUTH KENT AREA**  
Guston CE (Controlled) Primary School, Burgoyne Heights, Guston, Dover CT15 5EU.

Applications are invited for this Group 4 school with effect from September 1987/January 1988. Closing date 8th May 1987.

St Mary's CE (Aided) Primary School, Western Avenue, Ashford, Kent TN23 1ND.

Required for the Autumn term 1987 for this Group 5 school for children aged 5-11 years. This post will carry responsibility for the Infant department. Candidates should be communicant members of the Church of England. Closing date 30th April 1987.

## SCALE 2 AND ABOVE

Educational Services for Hearing Impaired Children  
Assistant teachers of the deaf

required for September 1987.  
Vacancies exist for Qualified Assistant Teachers of the Deaf, Scale 2 + SSA at Hearing Impaired Units in four areas of Kent. Applications are invited from qualified and experienced teachers of the deaf, to work with hearing impaired children of both junior and secondary age. Oral/Aural methods are used and children integrate regularly. Applications would also be considered from probationers for the primary aged post. For further details of all posts and application forms contact: County Education Officer, Reference CSQ/P43, Education Department, Springfield, Maidstone, Kent ME14 2LJ, telephone Maidstone 674111, extension 2529, quoting CSQ/P43, to whom completed forms should be returned by 8th May 1987.

**NORTH WEST KENT AREA**  
Painter's Ash County Primary School, Massfield Road, Northfleet, Kent DA11 9JQ.

Experienced Junior Teacher, Scale 2, required at commencement of Autumn term 1987. Applicant must be able to deliver at least one area of expertise in curriculum development. An interest in physical education is desirable but other interests will be considered. Possibility of help with temporary housing in approved cases.

West Hill County Primary Junior School, Dartford Road, Dartford, Kent DA1 3DZ.

For September 1987 Scale 3 disciplined and enthusiastic teacher who will have responsibility for a class and take a leading role in the management of the school. There is a need to develop the curriculum in science, technology and computers. The successful candidate may take a lead in these cases. Letters of application with CV and names and addresses of two referees by 8th May 1987. Possibility of help with temporary housing in approved cases.

Unless otherwise stated, applications should be sent to the Head of the School concerned. (SAE please).

## NORTH KENT AREA

Gillingham, Brompton Westbrook County Primary, King Brompton, Brompton, Gillingham ME7 5QJ.

Required for September 1987. Scale 2 post. Applications are invited from highly motivated and enthusiastic teachers for a post at this school carrying special responsibility for language development throughout the school. Letters of application should explain experience gained, age range preference, teaching style and views on reading and language development. These letters and T's should be returned to school by 8th May 1987.

Cliffe, Cliffe Woods County Primary School, Cliffe Woods, Cliffe, Rochester ME3 8UJ. Group 4 (age range 5-9).

Required for September 1987, a teacher with imagination and flair. The successful candidate will become part of an enthusiastic and hard-working team. A broad understanding of learning and teaching across the primary age range is desired along with a commitment to the full life of the school. Please state special interests. Scale 2 post available. Informal visits most welcome (tel 0834 220822). Closing date 8th May 1987.

Gillingham, St Thomas of Canterbury RC Primary School (Aided), Romany Road, Rainham, Kent ME8 6JH.

Required for September 1987 Scale 2 teacher for science with PE and games. Catholic teacher preferred.

Upchurch, Holywell County Primary School, Forge Lane, Upchurch, Sittingbourne ME9 7HN.

Required for September 1987. An enthusiastic Primary teacher to join a friendly and committed staff. Please send applications to the Headteacher at the school with full CV and names and addresses of two referees. It would be particularly helpful if applicants could state specific interests. There is a possibility that this post will offer a Scale 2 responsibility allowance, but recently qualified teachers should not be discouraged from applying. Closing date Friday 26th June 1987.

**WEST KENT AREA**  
Paddock Wood CP School, Old Kent Road, Paddock Wood, Tonbridge, Kent TN12 6JE.

Scale 3 - September 1987. Applications are invited from enthusiastic teacher for the post of curriculum consultant in either of the following areas - computer and CDT or music. Closing date 8th May 1987.

**MID KENT AREA**  
The Holy Family RCP School, Bickner Road, Park Wood, Maidstone ME15 9PS. Group 4.

From 1st September 1987, enthusiastic teacher with ability to offer music and piano playing required. Must have Catholic Teachers' Certificate. Scale 2 available for suitable candidate. Apply with CV and two referees (including a priest).

Palace Wood CP School (Junior Department) Ash Grove Maidstone ME16 0AB.

3 teachers required September 1987 able to make active and innovative contribution to one of the following areas:  
1. Primary Science and Technology.  
2. Music.  
3. PE and Games.  
4. Art/Craft Design and Display.  
5. Resources Library and Project Work.  
Apply with CV and two referees.

## SCALE 1

**NORTH WEST KENT AREA**  
Shears Green CP Infants School, Packham Road, Northfleet, Kent DA11 7JB.

September 1987. Assistant teacher. Enthusiastic teacher with the ability to teach the full infant range. Closing date 8th May 1987. Possibility of help with temporary housing in approved cases.



## NORTH KENT AREA

Chatham, Glencoe County Primary School (Junior Department), Glencoe Road, Chatham, Kent ME4 5QD.

Required for September 1987 full time enthusiastic teacher, who is prepared to meet the challenge of a junior class. An interest in PE and music would be desirable.

Gillingham, Hempstead County Primary School, Junior Department, Hempstead, Gillingham ME7 3QG.

Versatile teacher required for a new semi-open plan Junior school, to commence September 1987. Visitors welcome. Application with full CV and names/addresses of two referees. Closing date 18th May 1987.

Upchurch, Holywell County Primary School, Forge Lane, Upchurch, Sittingbourne ME9 7HN.

Required for September 1987. An enthusiastic Primary teacher to join a friendly and committed staff. Please send applications to the Headteacher at the school with full CV and names and addresses of two referees. It would be particularly helpful if applicants could state specific interests. There is a possibility that this post will offer a Scale 2 responsibility allowance, but recently qualified teachers should not be discouraged from applying. Closing date Friday 26th June 1987.

Gillingham, Napier County Primary School, Napier Road, Gillingham ME7 4HQ.

Required for September 1987. An experienced and enthusiastic teacher required, willing to participate in all school activities. Possibility of a scale post available for suitable candidates. Closing date 7th May 1987.

Chatham, New Road County Primary School, Bryant Street, Chatham, Kent ME4 4RB.

Required for September 1987, teacher for Infants in this Group 5 Junior mixed and infant school. Letters of application with full CV and names/addresses of two referees.

Chatham, St Michael's RC Primary School (Aided), Hills Terrace, Chatham, Kent ME4 8PX.

Required for September, 1987. General studies teacher for Lower Juniors. Interest in music or games advantageous. Catholic teacher preferred. Letters of application with full CV and names/addresses of two referees.

Gillingham, St Thomas of Canterbury RC Primary School (Aided), Romany Road, Rainham, Kent ME8 6JH.

Required for September, 1987, teacher, Infant or Junior trained. Catholic teacher preferred.

Gillingham, Thames View County Primary (Infant Department), Bloor's Lane, Rainham, Gillingham ME8 7DX.

Required for September 1987 until August 1988, teacher at this lively caring school. Probationers welcome. Possibility of permanent post. Application with full CV and names/addresses of two referees.

## MID KENT AREA

East Borough CP School, Vinters Road, Maidstone, Kent ME14 5DX.

Infant teacher required, September 1987. Applications to be sent as soon as possible. Applicants are invited to state areas of special interest.

Marden CP School, Marden, Tonbridge TN12 8JX.

Infant class teacher required, September 1987 with interest in CDT if possible. Apply with CV and two referees.

Molehill Copse CP School, Hereford Road, Maidstone, Kent ME15 7ND.

Infant teacher required, September 1987 to teach full infant age range. Please state special interests and experience. Visits to school welcomed. Apply with CV and two referees.

Palace Wood CP School (Junior Department), Ash Grove, Maidstone ME16 0AB.

Teacher required, September 1987. Apply with CV and two referees.

Staplehurst CP School, Surrenden Road, Staplehurst, Kent TN12 0LZ.

The following posts available from September 1987:  
1. Junior class teacher with ability to take full infant age range, and interest or qualification in remedial teaching.  
2. Infant teacher for Reception/Middle Infants.  
Apply with CV and two referees.

## PRIMARY HEADSHIPS continued

### AVON COUNTY

Applications are invited from experienced teachers for the post of Headteacher at the following schools:

1. **BRISTOL** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

2. **GLoucestershire** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

3. **Wiltshire** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

4. **Devon** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

5. **East Devon** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

6. **East Devon** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

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34. **East Devon** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

35. **East Devon** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

36. **East Devon** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

## Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

### PRIMARY EDUCATION

#### HEADTEACHER POSTS

Regis County Primary School, Kings Avenue, Corsham SN13 0EG.

Group 5 N.O.R. 250  
Head Teacher required for September 1987, or January 1988, following the promotion of Mr D. Wright to a larger school in Wiltshire. This is a three class school in a pleasant rural setting close to the New Forest and between Southampton and Salisbury. Reference ST/75CD. Closing date for completed forms 15th May.

Landford C.E. (Controlled) School, Lyndhurst Road, Landford, Salisbury SP5 2AE.

Group 2 N.O.R. 70  
Head Teacher required for September, 1987, or January, 1988, following the promotion of Mr D. Wright to a larger school in Wiltshire. This is a three class school in a pleasant rural setting close to the New Forest and between Southampton and Salisbury. Reference ST/75CD. Closing date for completed forms 15th May.

Application forms and further details for the above posts (SAE please) from and returnable to the Chief Education Officer, Education Department, County Hall, Trowbridge BA14 1JB. Please quote relevant reference number.

#### SCALE 2 POST

Area Support Team Teacher  
Required from September 1987, an experienced and appropriately Qualified Teacher, to provide advice and support for their teachers. Post classified as casual car user. Team Members support children with learning difficulties in ordinary schools and also provide advice and support for their teachers. Further details (SAE please) from Chief Education Officer, Education Department (Ref. ST/75CD), County Hall, Trowbridge BA14 1JB, and returnable to Area Support Team Leader, Sarah St. Paul, C.E. Primary School, Wootton Bassett, Salisbury SP5 2DG, to arrive no later than 8th May 1987.

#### SCALE 1 POST

Southbrook County Infants School, The Green, Devizes SN10 5AA.

Group 4 N.O.R. 193  
Required from September 1987 to replace teacher on secondment for one year. Application form and further details (SAE) from and returnable to the Head Teacher by 15th May.

## Lancashire

County Council

### VOLUNTARY AIDED SCHOOLS

In which the Governors are the Employers  
The following are required for 1st September, 1987 and the closing date is 7th May, 1987.

For application form and addresses to whom completed forms should be sent, send SAE (foolscap) to Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.

**Primary**  
PRESTON ST WILFRID'S RC (AIDED)  
Preston (115 on Roll)  
HEADTEACHER - GROUP 3

**POULTON-LE-FLYDE CARLETON CE (AIDED)**  
Blackpool (235 on Roll)  
DEPUTY HEADTEACHER - GROUP 4

Applicants should be ambitious, prepared to offer positive lead in school management and curriculum co-ordination, Christian commitment preferred. Further details available.

(17087)

**HAMPSHIRE**  
COUNTY PRIMARY SCHOOLS  
Required 1st September 1987. Applications are invited from experienced teachers for the post of Headteacher at the following schools:

1. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

2. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

3. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

4. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

5. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

6. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

7. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

8. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

9. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

10. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

11. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

12. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

13. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

14. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

15. **ALTON** - Applications are invited from experienced teachers for the post of Headteacher at the following schools:

## PRIMARY HEADSHIPS continued

### Cleveland County Council

Application forms and further details for the undermentioned posts obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN (Tel. Middlesbrough 248155, Ext. 3017). Financial assistance with household removal expenses may be available in approved cases. Closing date: 8th May, 1987.

St. Joseph's R.C. (Aided) Primary School, Marton Road, Middlesbrough, Cleveland, TS4 2NT.

**HEAD TEACHER (Group 4)**

Applications are invited for September, 1987 from suitably qualified and experienced teachers who are truly committed Roman Catholics with conviction and experience of parish based sacramental programmes and interested in further developing school/community relationships. The school is situated in central Middlesbrough and has a nursery offering 25 ft places.

Completed forms should be returned to the Chairman of Governors, St. Joseph's Presbytery, Park Road South, Middlesbrough, Cleveland TS4 2RB.

St. Augustine's R.C. (Aided) Primary School, Gunnergate Lane, Couby Newham, Middlesbrough, Cleveland TS8 0TE.

**HEAD TEACHER (Group 2)**

Required for September, 1987, a suitably qualified and experienced teacher for the Headship of this Roman Catholic Primary School situated in a pleasant new development on the southern outskirts of Middlesbrough.

Completed forms should be returned to the Chairman of Governors, Cathedral House, Dalby Way, Couby Newham, Middlesbrough, Cleveland TS8 0TW. (17020)

### DAME TIPPING C OF E J.M. & I. SCHOOL

(Roll 87)  
North Road, Havering-Atte-Bower, Romford RM4 1PS.

Required for September 1987

**HEADTEACHER GROUP 2**

Following the promotion of the present Headteacher, Mr R.M. Smith, to a larger Headship with the Authority.

Application forms and further details are available (see piece) from the Director of Educational Services (Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 8th May 1987. (12088)

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## Leicestershire

Please contact the Headteacher for further details and applications forms (S.A.E.). Unless otherwise stated.

### PRIMARY

#### HEADSHIP







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**Experienced Nursery teacher**

**MONTPELIER FIRST SCHOOL,**

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# PRIMARY AND SPECIAL SCHOOLS NEWLY QUALIFIED TEACHERS

FOR SEPTEMBER 1987

The London Borough of Havering is seeking to appoint as in former years, first-class NEWLY QUALIFIED Teachers to work mainly in its primary, but also in its special schools (moderate and severe learning difficulties), with effect from 1st September 1987.

Applications are invited from well qualified and enthusiastic teachers who are seeking the opportunity to work for a lively and caring education authority and to play an active role in the education service it provides.

Havering offers excellent professional support for its teachers at all stages of their careers, including on average over 100 in-service courses each term. In addition, NEWLY QUALIFIED teachers are released from their teaching commitments for one session per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering, one of the largest London Boroughs, is well placed on the edge of the Essex countryside and yet within easy reach of London, and all its facilities, to which there is easy access by public transport, both road and rail.

London weighting £295 per annum.

Application forms are available (see please) from the Director of Educational Services (Ref. Staffing/ND), Mercury House, Mercury Gardens, Romford RM1 3DR.

(19901)

## Teacher

Scale 1

Required for ST. STEPHENS JUNIOR AND INFANT SCHOOL, a lively conscientious and pragmatic teacher for Juniors. Applicants should be competent musicians in their own right, including keyboard, be able to take responsibility for class music in the school and be keen to participate in extra-curricular activities. Application form: The District Clerk, District Education Office, Graylands, Dean Street, Liskeard.

## Teacher

Scale 1

Required at MULLEN JUNIOR AND INFANTS SCHOOL, a modern well-equipped medium size school requires a suitably trained enthusiastic teacher for a third year infant class. Please state subjects and interests. Application form: The District Clerk, District Education Office, Pendarves Road, Camborne, Cornwall.

(12890)

**CORNWALL COUNTY COUNCIL**

**FIRST TEACHING APPOINTMENTS**

It is expected that there will be several vacancies for Nursery, Infant and Junior teachers in September 1987 within the London Borough of Hillingdon, which is the most westerly of the London Boroughs.

Applications are invited from newly qualified teachers seeking their first appointment.

Application forms may be obtained on receipt of a stamped addressed envelope from:

Director of Education,  
(2E/10), Civic Centre,  
Uxbridge, Middlesex,  
to whom applications  
should be returned by 8  
May 1987.

**HILLINGDON**

## PRIMARY EDUCATION

continued

**SURREY**  
**HILLINGDON COMMITTEE**  
**MIDDLE SCHOOL**  
New Road, Chertsey, Surrey GU34 8NS  
Teacher in primary school who enjoys developing a broad child-centred curriculum with a class. There will be an opportunity to develop a specialism through the school. An interest in Boys' Games is an advantage, and a professional approach is considered. A scale 1 post is available for an experienced teacher. The successful candidate will be expected to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Hillingdon Middle School, New Road, Chertsey, Surrey GU34 8NS. Tel: 0181 875 10022

**SUTTON**  
**LONDON BOROUGH OF SUTTON**  
**TRINITY C OF E**  
Sutton School, Wallington SM6 8BT

**TEACHER - SCALE 2**  
Required from September 1987. An enthusiastic teacher with an interest in the school and its development. The successful candidate will be expected to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Trinity C of E School, Sutton School, Wallington SM6 8BT. Tel: 0181 875 10022

**TRAFORD**  
**METROPOLITAN BOROUGH OF TRAFORD**  
**EDUCATION DEPARTMENT**  
**MCCOOL JUNIOR SCHOOL**  
Tel: 01525 545 525

**SCALE 3 CURRICULUM CO-ORDINATOR**  
Required from September 1987. An enthusiastic teacher with an interest in the school and its development. The successful candidate will be expected to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, McCool Junior School, Tel: 01525 545 525

**OUR LADY OF LOURDES**  
**PRIMARV SCHOOL**  
Lock Lane, Partington, Tel: 061 775 2847

**CO-ORDINATOR (RE-DEVELOPMENT)**  
Required from September 1987. An enthusiastic teacher with an interest in the school and its development. The successful candidate will be expected to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Our Lady of Lourdes Primary School, Lock Lane, Partington, Tel: 061 775 2847

**WARWICKSHIRE**  
**ST. JOHN'S MIDDLE SCHOOL**  
Moor Road, Kenilworth CV8 1FS

Applications are invited from suitably qualified and experienced teachers to take the post of HEAD of this Group 4 school (117 on roll) with effect from January 1988.

Application form and details from the County Education Officer, 29 Northgate Street, Warwick CV4 4BA. Tel: 01927 551111. Closing date 8th May 1987.

Warwickshire is an equal opportunities employer. (10026)

**WEST SUSSEX**  
**EDWARD BRYANT COUNTY**  
**PRINCE OF WALES SCHOOL**  
(Group 4)

**ANALYST/TEACHER**  
Required September 1987. Scale 2. Teacher with infant school and all aspects of experience. Applications welcome from newly qualified or experienced teachers. Application forms available from the Headmaster, 5, The Rectory, Bognor Regis PO21 1BG. Tel: 01323 811111. Closing date 11th May 1987. (110020)

**WEST SUSSEX**  
**BROADWATER C.E. (AIDED)**  
**MIDDLE SCHOOL**  
Worthing

**ANALYST/TEACHER**  
Group 4. Scale 2. Teacher with infant school and all aspects of experience. Applications welcome from newly qualified or experienced teachers. Application forms available from the Headmaster, 5, The Rectory, Bognor Regis PO21 1BG. Tel: 01323 811111. Closing date 11th May 1987. (110020)

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**MIDDLE SCHOOL**  
Worthing

**ANALYST/TEACHER**  
Group 4. Scale 2. Teacher with infant school and all aspects of experience. Applications welcome from newly qualified or experienced teachers. Application forms available from the Headmaster, 5, The Rectory, Bognor Regis PO21 1BG. Tel: 01323 811111. Closing date 11th May 1987. (110020)

## WILTSHIRE

Please see display advertisement on page 10020

## Scale 1 Posts

**AVON COUNTY**  
**WARMLEY PRIMARY SCHOOL**  
Poplar Close, Warmley, Bristol

Required from 1st September 1987. An enthusiastic and committed teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Warmley Primary School, Poplar Close, Warmley, Bristol. Tel: 0117 925 10022

**AVON COUNTY**  
**ST. MICHAEL'S JUNIOR SCHOOL**  
Kilmerdon Road, Radstock

Required from 1st September 1987. An enthusiastic and committed teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, St. Michael's Junior School, Kilmerdon Road, Radstock. Tel: 0117 925 10022

**AVON COUNTY**  
**ST. MICHAEL'S JUNIOR SCHOOL**  
Kilmerdon Road, Radstock

Required from 1st September 1987. An enthusiastic and committed teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, St. Michael's Junior School, Kilmerdon Road, Radstock. Tel: 0117 925 10022

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**AVON COUNTY**  
**ST. MICHAEL'S JUNIOR SCHOOL**  
Kilmerdon Road, Radstock

## BEDFORDSHIRE

**EDUCATION**  
**QUEEN'S PARK LOWER SCHOOL**  
Chestnut Avenue, Bedford MK40 2JW

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Queen's Park Lower School, Chestnut Avenue, Bedford MK40 2JW. Tel: 01235 55901

**BEXLEY**  
**LONDON BOROUGH OF BEXLEY**  
**ST. PETER'S C.E. PRIMARY SCHOOL**  
Bexley Road, Erith, Kent DA8 3HQ

Required from September 1987. An enthusiastic and committed teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, St. Peter's C.E. Primary School, Bexley Road, Erith, Kent DA8 3HQ. Tel: 0181 377 752

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**ST. PETER'S C.E. PRIMARY SCHOOL**  
Bexley Road, Erith, Kent DA8 3HQ

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**ST. PETER'S C.E. PRIMARY SCHOOL**  
Bexley Road, Erith, Kent DA8 3HQ

## BIRMINGHAM

**Primary Teacher**  
**St. John's R.C. School**  
St. John's R.C. School, Edgbaston, Birmingham B15 2TT

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, St. John's R.C. School, Edgbaston, Birmingham B15 2TT. Tel: 0121 425 10022

**BROMLEY**  
**DARRICK WOOD JUNIOR SCHOOL**  
Ladbroke Grove, London W8 3NF

Required from September 1987. An enthusiastic and committed teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Darrick Wood Junior School, Ladbroke Grove, London W8 3NF. Tel: 0181 463 10022

**BROMLEY**  
**DARRICK WOOD JUNIOR SCHOOL**  
Ladbroke Grove, London W8 3NF

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**BROMLEY**  
**DARRICK WOOD JUNIOR SCHOOL**  
Ladbroke Grove, London W8 3NF

## BUCKINGHAMSHIRE

**Primary Teacher**  
**Milton Keynes Area**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

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Milton Keynes Area, Milton Keynes MK1 1JH

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**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

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**BUCKINGHAMSHIRE**  
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Milton Keynes Area, Milton Keynes MK1 1JH

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**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Milton Keynes Area, Milton Keynes MK1 1JH. Tel: 01295 55901

**BUCKINGHAMSHIRE**  
**MILTON KEYNES AREA**  
Milton Keynes Area, Milton Keynes MK1 1JH

## DORSET

**Primary Teacher**  
**Bournemouth Area**  
Bournemouth Area, Bournemouth BH1 1JH

Required from September 1987. A well-qualified and experienced teacher to take a leading role in the organisation and development of the PE curriculum through the school, and to participate in a variety of extra-curricular sports activities. Further details from and letters of application to the Headteacher, Bournemouth Area, Bournemouth BH1 1JH. Tel: 01202 55901

**DORSET**  
**BORSTON C.E. CONTROLLED**  
**SCHOOL**  
Borston, Dorset DT1 1JH























## SECONDARY ENGLISH

continued

## HEREFORD AND WORCESTER COUNTY COUNCIL

continued

## THE BISHOP OF HEREFORD'S CATHEDRAL SCHOOL

(C. &amp; E. Aided)

Wotton Bassett, Hereford

Tutor: Mr. J. H. H. H.

Applications are invited for

a full-time teacher of English

to join a well established

department. The successful

candidate will be expected to

teach at all levels of the

school. The salary is £11,000

per annum. Further details

and application forms are

available from the Head

Teacher, Mr. J. H. H. H.

(S.A.E. please). 132422

(05425)

HERTFORDSHIRE

WATFORD BOYS' GRAMMAR

School, Watford, Herts.

Wardens Hill Road, Watford

Herts. WD17 7JF. Tel: 0494 240

in sixth form

Required for September a well

qualified teacher to teach

English and History. The

successful candidate will be

expected to teach at all

levels of the school. The

salary is £11,000 per annum.

Further details and application

forms are available from the

Head Teacher, Mr. J. H. H. H.

(S.A.E. please). 132422

(0494 240)

HOUSLOW

HOUNSLOW COMMUNITY

School, Hounslow, Middx.

Hounslow Road, Hounslow

Middx. TW4 5JF. Tel: 01-897 2001

Required for September 1987

Teacher of English Scale 1

to join a well established

department. The successful

candidate will be expected to

teach at all levels of the

school. The salary is £11,000

per annum. Further details

and application forms are

available from the Head

Teacher, Mr. J. H. H. H.

(S.A.E. please). 132422

(01-897 2001)

KIRKLEES

METROPOLITAN

Council

Directorate of

Educational Services

St. John Fisher R.C.

School, Wakefield, W.Y.

Wakefield Road, Wakefield

WY14 4LL. Tel: 01924 444

Ref: 1816

Required for September 1987

Teacher of English Scale 1

to join a well established

department. The successful

candidate will be expected to

teach at all levels of the

school. The salary is £11,000

per annum. Further details

and application forms are

available from the Head

Teacher, Mr. J. H. H. H.

(S.A.E. please). 132422

(01924 444)

Kirklees Operates an

Equal Opportunities Policy.

Applications should be

submitted to all applicants

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## NORTH YORKSHIRE

continued

ENGLISH TEACHER - Scale 1

South Yorkshire School

Hollie Lane, Crag Hill, Rotherham

S65 2JF. Tel: 01924 444

Required for September 1987

Teacher of English Scale 1

to join a well established

department. The successful

candidate will be expected to

teach at all levels of the

school. The salary is £11,000

per annum. Further details

and application forms are

available from the Head

Teacher, Mr. J. H. H. H.

(S.A.E. please). 132422

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## WILTSHIRE

continued

THE COMMONWEALTH

School

The Mall, Swindon SN1 4JF

Head Teacher: Mr. M. R.

11-16 Comprehensive

School (Middx) - N.O.R.

1000

Required for September 1987

Teacher of English, to teach

at all levels of the school.

The successful candidate will

be expected to teach at all

levels of the school. The

salary is £11,000 per annum.

Further details and application

forms are available from the

Head Teacher, Mr. M. R.

(S.A.E. please). 132422

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## SECONDARY SCIENCE

(continued)

## WILTSHIRE

## THE COMMERCIAL

The Mott, Swindon SN1 4JF

Head Teacher: Mr M. R.

11-16 Comprehensive

School (Mixed), N.D.R. 1321

1000

Required for September

1987: Science Teacher to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt

of a stamped addressed en-

velope.

Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## WILTSHIRE

## ST. JOHN'S SCHOOL

Marlborough, Wiltshire

SN8 4AX

Mixed Comprehensive

School 11-18, N.D.R. 1321

Headmaster: John T. Price,

M.A.

Required for September

1987: SCIENCE Teacher to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

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Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## WILTSHIRE

## HARDENHURST SCHOOL

Burdensham, Wiltshire

SN14 6JW

Tel: 01249 650693

Headmaster: Mr R. J.

Alderman, M.A.

TEACHER OF SCIENCE

SCALE ONE

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt

of a stamped addressed en-

velope.

Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## WILTSHIRE

## UPPER AVON SCHOOL

Durrington, Salisbury SP4

8NN

NOR 850, Mixed 11-18, 80

Required for September

1987: Scale 1 Teacher of

Science.

Upper Avon School is a

well established com-

prehensive, some ten miles

north of the city of Salis-

## WILTSHIRE

## BISHOP WOODHURST'S

Salisbury

(Rural) Grammar, 646 on

roll, 163 in A-level status

TEACHER OF BIOLOGY

WITH CHEMISTRY OR

PHYSICS (Duration Scale 1)

Required for September

1987: a teacher of biology to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt

of a stamped addressed en-

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Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## WILTSHIRE

## ST. JOHN'S SCHOOL

Marlborough, Wiltshire

SN8 4AX

Mixed Comprehensive

School 11-18, N.D.R. 1321

Headmaster: John T. Price,

M.A.

Required for September

1987: SCIENCE Teacher to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

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Application forms and

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Closing date 15th May.

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EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

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## HARDENHURST SCHOOL

Burdensham, Wiltshire

SN14 6JW

Tel: 01249 650693

Headmaster: Mr R. J.

Alderman, M.A.

TEACHER OF SCIENCE

SCALE ONE

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WILTSHIRE IN AN

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8NN

NOR 850, Mixed 11-18, 80

Required for September

1987: Scale 1 Teacher of

Science.

Upper Avon School is a

well established com-

prehensive, some ten miles

north of the city of Salis-

## Scale 1 Posts

## BARNET

## LONDON BOROUGH

## ST. JAMES' CATHOLIC HIGH

School, Barnet, Herts

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt

of a stamped addressed en-

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Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## BARNET

## LONDON BOROUGH

## ST. JAMES' CATHOLIC HIGH

School, Barnet, Herts

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

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Application forms and

further details available

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Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## BARNET

## LONDON BOROUGH

## ST. JAMES' CATHOLIC HIGH

School, Barnet, Herts

Required for September

1987: a teacher of science to

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Application forms and

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Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## BARNET

## LONDON BOROUGH

## ST. JAMES' CATHOLIC HIGH

School, Barnet, Herts

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

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to work with pupils

of all abilities is an

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Application forms and

further details available

from the school, on receipt

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Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## BARNET

## LONDON BOROUGH

## ST. JAMES' CATHOLIC HIGH

## EALING

## LONDON BOROUGH

## EDUCATION SERVICE

## ST. JAMES' CATHOLIC HIGH

School, Ealing, London

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt

of a stamped addressed en-

velope.

Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## EALING

## LONDON BOROUGH

## EDUCATION SERVICE

## ST. JAMES' CATHOLIC HIGH

School, Ealing, London

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt

of a stamped addressed en-

velope.

Closing date 15th May.

1987

WILTSHIRE IN AN

EQUAL OPPORTUNITIES

EMPLOYER. 134822

(0450)

## EALING

## LONDON BOROUGH

## EDUCATION SERVICE

## ST. JAMES' CATHOLIC HIGH

School, Ealing, London

Required for September

1987: a teacher of science to

teach in the Upper School

and to develop the

Department. An ability

to work with pupils

of all abilities is an

advantage.

Application forms and

further details available

from the school, on receipt







# SPECIAL EDUCATION

continued

## HAVERING

LONDON BOROUGH OF HAVERING

### SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICE

An experienced and enthusiastic teacher, qualified to work in the field of Special Educational Needs, is required for the post of Teacher in Charge of the Special Educational Needs Unit at Havering Primary School. The Unit is part of the Havering Primary School and is responsible for the provision of special educational support for children with special educational needs. The successful candidate will be expected to offer both a teaching and a support service which is commensurate with the needs of the children in the unit. A flexible approach to the teaching of children with special educational needs will be expected to offer both a teaching and a support service which is commensurate with the needs of the children in the unit. A flexible approach to the teaching of children with special educational needs will be expected to offer both a teaching and a support service which is commensurate with the needs of the children in the unit.

Salary Scale 2 plus £795 per annum. London, Weighting, Special class allowance £255 per annum (subject to pay awards). Application forms and further details are available from the Director of Educational Services (Ref: HAV/87/001) at Havering Primary School, Havering, Essex, RM11 1SD. Closing date 8 May 1987. 160020

## SEFTON

METROPOLITAN BOROUGH OF SEFTON

### EDUCATION COMMITTEE

Sefton is an Equal Opportunity Employer

Applications from disabled people welcome

Conveying with equality

SPECIAL EDUCATIONAL NEEDS SUPPORT SERVICE

TEACHER (Scale 1)

Inquired for September 1987

or as soon as possible thereafter

to join a team of primary

teachers, based at the

Sefton Education Centre, Town

Hall, Sefton, Merseyside, L20 7AE

concerning the teaching of

children who have special

needs.

Applicants should have wide

experience in dealing with

primary and secondary

children and a sound knowledge

of the special educational

needs of children.

Applicants should possess an

extra qualification over and above

their initial teacher qualification

and a minimum of three years

teaching in schools, developing

and applying a range of work

methods and having experience

in the school and home situation

and providing advice to

parents. An equal opportunity

employment policy is in force.

Application forms and

further details are available

from the Director of

Education, Sefton Education

Centre, Town Hall, Sefton,

Merseyside, L20 7AE. Closing

date 8 May 1987. 160020

## SPECIAL EDUCATIONAL NEEDS PROJECTS TEACHER

(Scale 3)

Required September 1987, an experienced teacher

to assist the County Inspectorate and Supportive

Service Branch with the development, application

and evaluation of major projects and initiatives

within the Special Educational Needs field.

The successful applicant will support work being

carried out by the County Inspectors for S.E.N. and

the Schools Psychology Service.

Travel allowances paid.

Generous relocation allowances payable in

approved cases.

Application forms and further details available from

the County Educational Officer, P.O. Box 47,

Thames Valley University, Market Road, Chelmsford,

Essex CM1 1LD.

Closing date: 8 May 1987. (12892)

## ESSEX

County Council

## I CAN

INVALID CHILDREN'S

AID NATIONWIDE

PILGRIMS SCHOOL, FIRLE ROAD,

SEAFORD, EAST SUSSEX

TEACHER/WARDEN required in September for newly created

school post combining teaching and residential duties in this

co-educational boarding school for 65 pupils 10 to 16+ with

severe asthma, eczema, and similar ailments.

Teaching duties will be somewhat less than half time. Main-

stream curriculum to GCSE. Small classes.

The successful candidate is likely to have a counselling quali-

fication and will be responsible for fostering an interdisciplinary

approach to the management of individual pupils all of whom

have special educational needs.

Salary 2(S) plus additional allowance (review pending under

teachers' salaries restructuring). Teachers' Superannuation.

Normal school holidays. School approved by Department of

Education and Science.

Small family house off site in this pleasant South Coast resort,

or single furnished on site accommodation.

Please state subjects offered when applying for further details

and application form from the Headmaster (see above).

## HEREFORD AND WORCESTER COUNTY COUNCIL

continued

### HEREFORD AND WORCESTER COUNTY COUNCIL

continued

#### SPECIAL EDUCATION

continued

##### STOCKPORT

Required from 1st September

1987

TEACHER

Scale 1 Ref. 3114

BEACON SCHOOL

Whiteley Drive, Stockport

Stockport, Cheshire

Scale 1 Ref. 3114

Required as soon as possible

to join a team of

teachers, based at the

Beacon School, Whiteley

Drive, Stockport, Cheshire

Scale 1 Ref. 3114

Required as soon as possible

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teachers, based at the

Beacon School, Whiteley

Drive, Stockport, Cheshire

Scale 1 Ref. 3114

Required as soon as possible

to join a team of



## SHERBORNE SCHOOL

The Governors of Sherborne School invite applications for the post of

## HEAD

which will become vacant in July 1988 on the retirement of Mr. R. D. Macnaghten, MA

Full details may be obtained from:-  
Mr. G. D. Bevir, Clerk to the Governors,  
Greenhill, Sherborne, Dorset DT9 4EU  
Applications close on 28th May, 1987

## DAVIES'S EDUCATIONAL SERVICES (Charitable Status)

### DAVIES'S COLLEGE 66 Southampton Row, London WC1 AN INDEPENDENT COLLEGE OF FURTHER EDUCATION

Appointment of

## PRINCIPAL

After eighteen years as Principal Mr. John Norden is retiring at the end of 1987. The Council of Management is seeking a PRINCIPAL to succeed Mr. Norden, preferably in January 1988.

Requests for further details should be addressed to  
Mr. R. L. Stewart at:  
Davies's Educational Services,  
Victoria House,  
Vernon Place,  
London WC1B 4DH

Expanding education business in Central and West London wishes to make a number of key appointments.

We need experienced teachers/administrators with some entrepreneurial enthusiasm who will be suitably rewarded for their success. In particular we require:

- Principal for small (40/50) girls GCSE department.
- Principal for small A level Science/Maths department.

The successful applicants will have a capacity for hard work, and for the second post successful mathematics or science teaching experience. Please apply to Box No. TES 00702 Priory House, St John's Lane, EC1M 4BX

## ST. JOSEPH'S COLLEGE BIRKFIELD IPSWICH Required for September 1987 HEADSHIP

St. Joseph's is a RC GBA School of 700 with 210 boarders and 40 girls in the sixth form. The school opened in 1937 and has been run by the De La Salle Brothers who now wish to appoint a committed Roman Catholic layperson as Head.

Please apply to the Chairman of the Governors, 26 Half Moon Lane, London SE24 9HU. Further details can be obtained from the secretary of St. Joseph's College, phone Ipswich 690281.

## INDEPENDENT HEADSHIPS AND DEPUTY HEADSHIPS

### THE OLD MALTHOUSE

Langton Matravers  
Swanage, Dorset BH19 3HB

## HEAD

The Governors of The Old Malthouse invite applications for the post of Head which will become vacant in September 1988 or possibly sooner.

Applications with curriculum vitae and the names of two referees should be sent to The Bursar by Friday 22nd May, from whom further details may be obtained.

### HAMPTON SCHOOL Hanworth Road Hampton Middlesex TW12 3HD

The Governors invite applications for the post of HEAD which will become vacant at the start of the Summer Term 1988 on the retirement of Mr. H.G. Alexander.

Hampton School is an independent boys' day school with 840 pupils of whom 240 are in the Sixth Form. The present head is a member of the Headmasters' Conference.

Details of the appointment are available from the Clerk to the Governors at the School. Applications must be received by Tuesday 2nd June, 1987.



### MERCHANT TAYLORS' SCHOOL FOR GIRLS CROSBY APPLICATIONS ARE INVITED FOR THE POST OF HEAD

which becomes vacant from 1st September 1988 upon the retirement of the present Headmistress  
Mrs M.E. Davies J.P., B.A.  
There are 580 girls in the Senior School, including a Sixth Form of 120 and a Junior School of 260. The School participates in the A.P. Scheme.

Salary Table G School Group 11 minimum.  
Full particulars may be obtained from:  
The Clerk to the Governors  
Merchant Taylors' Schools  
186 Liverpool Road  
Crosby, Liverpool L23 0QP  
Closing date for applications  
Friday 29th May 1987

## KING'S COLLEGE TAUNTON APPOINTMENT OF HEAD

The Governors of King's College invite applications for the post of Head, which will become vacant in September 1988 on the retirement of the present Headmaster.

Candidates must be graduates of Oxford or Cambridge or some other recognised University and Communicant members of the Church of England, or a Church in communion therewith.

Particulars of the conditions and emoluments attached to the post and the method of application may be obtained from:

The Secretary to the Governors  
King's College, Taunton,  
Somerset TA1 3DX  
Applications should reach the Secretary to the Governors by 22nd May 1987.  
King's College is a School of the  
Western Division of the Woodard Corporation

## ST. GABRIEL'S SCHOOL NEWBURY GSA

### DEPUTY HEAD/DIRECTOR OF STUDIES

Applications are invited for the post of Deputy Head/Director of Studies from September 1987.

St. Gabriel's is an independent day school for 300 girls (3½-16). The appointment is for the Senior School which is at present 150 girls, with a planned expansion to 200.

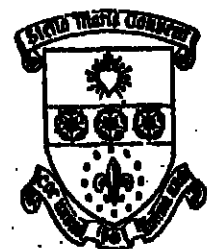
Further details may be obtained from the Headmistress's Secretary, St. Gabriel's School, Sandford Priory, Newbury, Berkshire RG5 9BB. Applications should be sent to the Headmistress by May 11th, with curriculum vitae and names of two referees.

### THORPE HALL SCHOOL Thorpe Hall Avenue, Thorpe Bay, Essex.

Independent Day School  
300 pupils (Mixed) 4-16 years

Applications are invited from fully qualified and experienced teachers for the post of DEPUTY HEAD (Group 6). Vacant from September.

Applications with full CV and names and addresses of three referees to the Headmaster, from whom further details may be obtained. Closing date 1st May 1987.



## STELLA MARIS

Independent Day/Boarding School for Girls  
Co-Ed. Prep. Dept.  
400 Pupils, age range 3½ - 18

## BURSAR

Required for September 1987.  
This is a new and challenging post. Applications are invited from persons of mature outlook, with good administrative experience and good working knowledge of accounts and property maintenance.  
Applications in writing, enclosing c.v. and names and addresses of two referees should be submitted to:  
Superior, Stella Maris Convent, Bideford, N. Devon EX39 2PW by 8 May 1987.

## INDEPENDENT EDUCATION

### Art and Design

#### CROYDON

TRINITY SCHOOL  
HMC/APS  
840 Boys, Boarding and Day  
(9-18)  
Required for September a well-qualified teacher of Art to work in the studio and to teach a wide range of Art and Design activities up to level and including GCSE. The post provides an excellent opportunity for a lively and committed person to teach a wide range of Art and Design activities up to level and including GCSE. The successful candidate will be expected to play a full part in out-of-school activities based on the Art School.  
Single accommodation may be available. Salary based on HMC/APS scale according to age, experience and qualifications.  
Applications with full C.V. and names and addresses of two referees to Headmaster, Trinity House, Shirley Park, Croydon CR9 7AT. (06895) 181224

#### GLOUCESTERSHIRE

DEAN CLOSE SCHOOL  
H.M.C. 400+ pupils, 13-18  
Co-educational, boarding and day  
Required for September 1987 a part-time ART/DESIGN TEACHER, initially to cover Ceramics and to teach to G.C.S.E. level. Prospects of teaching painting, drawing, printmaking and textiles from 1988 onwards.  
Applications in the form of a letter with curriculum vitae and names and addresses of two referees should be made to the Headmaster, Dean Close School, Cheltenham, Glos. GL51 6BE, from whom further details may be obtained. The School has its own salary scale. (04611) 181224

#### OXON

TUDOR HALL SCHOOL  
Banbury, Oxon OX16 9JH  
Tel: Banbury 3447  
Required for September 1987 Art Teacher to teach drawing and 3-dimensional work to pupils 11-18 years. Able to teach from 11 years to A Level standard. Single person accommodation available.  
Apply with c.v. and names and addresses of two referees to the Headmaster. (02971) 181224

## SUTTON VALENCE SCHOOL near Maldstone

HMC: 428 pupils 11-18: Co-Educational: boarding and day  
Required for September 1987 a HEAD OF ART to be responsible for the teaching of Art and Design to 'A' level. The school has a large, recently modernised Art School with a strong tradition in graphics, ceramics and design. The successful candidate will also be expected to be fully involved in the busy extra-curricular life of the school.

Salary at appropriate point on Baker Scale plus £1,000. In addition a Sutton Valence Allowance will be paid. Accommodation may be available.

Full details of the post are obtainable from the Headmaster, Sutton Valence School, Sutton Valence, Maldstone, Kent ME17 3HL, to whom application should be made by letter giving a full c.v. and the names of two academic referees. (17055) 181224

## Re-advertisement BERKHAMSTED SCHOOL needs a HEAD OF ART for September 1987 or (if necessary) January 1988

- Berkhamsted Salary Scale
- Removal Expenses
- Housing Available
- Pleasant Studios
- Good supporting teachers

Apply for more details to: the Headmaster's Secretary, Berkhamsted School, Hertfordshire, HP4 2BE (04427 3238) and to the Headmaster in writing by 11th May.

#### LONDON SES

#### BLACKHEATH HIGH SCHOOL

#### ART DEPARTMENT

Required for September 1987 a well-qualified teacher of Art to teach a wide range of Art and Design activities up to level and including GCSE. The post provides an excellent opportunity for a lively and committed person to teach a wide range of Art and Design activities up to level and including GCSE. The successful candidate will be expected to play a full part in out-of-school activities based on the Art School.  
Single accommodation may be available. Salary based on HMC/APS scale according to age, experience and qualifications.  
Applications with full C.V. and names and addresses of two referees to: The Headmistress, Blackheath High School, Wrenbury Road, London SE15 5TF. (04428) 181224

Applications in writing together with c.v. and names of two referees to: The Headmistress, Blackheath High School, Wrenbury Road, London SE15 5TF. (04428) 181224

#### NORWICH

#### LANGLEY SCHOOL

Langley Park, Norwich NR14 6B

This independent boys boarding school has excellent surroundings and a full-time teacher of Art and Design to take G.C.S.E. and 'A' level. The post is a full-time post with a salary of £11,180. Co-Educational: boarding and day.

Required for September 1987 a well-qualified teacher of ART and DESIGN to teach to G.C.S.E. and 'A' level and to take charge of the Art Department.

A young qualified teacher who can participate fully in the life of a boarding school and who is able to coach at hockey or rugby to a good standard would be an asset. Salary: New Government scale (equivalent to Scale 1/3) plus 40% extra.

In addition free board and lodging are offered to suit a staff in term time in return for board and lodging duties. Please apply with brief details of experience and qualifications, and names and addresses of two referees to: The Headmaster, Langleys School, Langley Park, Norwich NR14 6B. (08588) 181224

#### SOMERSET

#### WELLS CATHEDRAL

Wells, Somerset BA5 2BT

#### HMC GBA Co-Educational

Boarding & Day  
TEACHER OF DESIGN

Required for September 1987 a well-qualified teacher to teach throughout the school, including A-Level. Salary according to experience. A Head of Faculty Post could be made available to the right applicant.

Apply to the Headmaster, Wells Cathedral School, Wells, Somerset BA5 2BT. Tel: (0748) 72117. For further details. (08821) 181224

#### DEVON

#### WEST BUCKLAND SCHOOL

West Buckland, Devon. Co-educational.

Required for September 1987 a well-qualified graduate to teach Classics and Ancient History throughout the school. Own salary scale. Accommodation available. Help with games, particularly hockey, an interest in the school's appointment for one or two years would be considered. Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, The Hall, Repton, Derby DE1 3JF. (0533) 181224

#### Other Assistants

#### DERBYSHIRE

#### DERBY SCHOOL

Derbyshire  
HMC: 555 boys: 65 Sixth Form girls

Required for September 1987, a well-qualified graduate to teach Classics and Ancient History throughout the school. Own salary scale. Accommodation available. Help with games, particularly hockey, an interest in the school's appointment for one or two years would be considered. Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, The Hall, Repton, Derby DE1 3JF. (0533) 181224

#### KENT

#### DOVER COLLEGE

Dover, Kent CT17 9RH  
Tel: Dover (0504) 205969

Required for September 1987 a well-qualified graduate to teach Classics and Ancient History throughout the school. Own salary scale. Accommodation available. Help with games, particularly hockey, an interest in the school's appointment for one or two years would be considered. Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, The Hall, Repton, Derby DE1 3JF. (0533) 181224

#### LONDON SES

#### DULWICH COLLEGE

Dulwich, London SE21 6JL

Required for September 1987 a well-qualified graduate to teach Classics and Ancient History throughout the school. Own salary scale. Accommodation available. Help with games, particularly hockey, an interest in the school's appointment for one or two years would be considered. Applications with full curriculum vitae and names and addresses of two referees to the Headmaster, The Hall, Repton, Derby DE1 3JF. (0533) 181224

#### Other Assistants

#### DERBYSHIRE

DERBY SCHOOL  
Derbyshire  
HMC: 555 boys: 65 Sixth Form girls

#### MIDDLESEX

#### HAMPTON SCHOOL

Hampton Road, Hampton, Middlesex

Required for September 1987 a well-qualified graduate to teach a wide range of Art and Design activities up to level and including GCSE. The post provides an excellent opportunity for a lively and committed person to teach a wide range of Art and Design activities up to level and including GCSE. The successful candidate will be expected to play a full part in out-of-school activities based on the Art School.  
Single accommodation may be available. Salary based on HMC/APS scale according to age, experience and qualifications.  
Applications with full C.V. and names and addresses of two referees to: The Headmaster, Hampton School, Hampton Road, Hampton, Middlesex UB8 3PH. (08755) 181624

#### Other Assistants

#### BERKSHIRE

#### REDFORD SCHOOL

Redford, Berkshire RG1 2JL

Required for September 1987 a well-qualified graduate to teach a wide range of Art and Design activities up to level and including GCSE. The post provides an excellent opportunity for a lively and committed person to teach a wide range of Art and Design activities up to level and including GCSE. The successful candidate will be expected to play a full part in out-of-school activities based on the Art School.  
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Applications with full C.V. and names and addresses of two referees to: The Headmaster, Redford School, Redford, Berkshire RG1 2JL. (0343) 182224

#### Other Assistants

#### BERKSHIRE

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#### Other Assistants

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#### Other Assistants

#### BERKSHIRE

#### REDFORD SCHOOL

Redford, Berkshire RG1 2JL

## Economics & Business Studies

### Other Assistants

#### BERKSHIRE

#### REDFORD SCHOOL

Redford, Berkshire RG1 2JL

Required for September 1987 a well-qualified graduate to teach a wide range of Art and Design activities up to level and including GCSE. The post provides an excellent opportunity for a lively and committed person to teach a wide range of Art and Design activities up to level and including GCSE. The successful candidate will be expected to play a full part in out-of-school activities based on the Art School.  
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#### Other Assistants

#### BERKSHIRE

#### REDFORD SCHOOL

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Applications with full C.V. and names and addresses of two referees to: The Headmaster, Redford School, Redford, Berkshire RG1 2JL. (0343) 182224

#### Other Assistants

#### BERKSHIRE















## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

### Re-Advertisement VICE PRINCIPAL (GROUP 5)

Salary: £20,345 per annum

Required from 1st September, 1987, at Nelson and Colne College, which is one of the foremost tertiary/community colleges in the country, with a proven track record in academic performance and innovative development. This is a challenging post offering opportunities for:

- i. Curriculum development across both vocational and academic disciplines
- ii. developments taking further education into the 1990s.

Previous holders of this post have gone on to become Principals of other institutions and therefore applications are invited from ambitious, energetic, highly motivated educators, working not just in Further Education but also other relevant sectors.

Further details and application forms are available from the Chief Administrative Officer, Nelson and Colne College, Scotland Road, Nelson, Lancashire, BB9 7YT. (Large SAE please).

Closing date: Friday, 8th May, 1987

(17068)

## Heads of Department

### NORTHBROOK COLLEGE, DESIGN & TECHNOLOGY

Required for 1 September 1987 two HEADS OF DEPARTMENT FOR

#### PREPARATORY STUDIES (Grade III)

Applicants must be suitably qualified and have substantial experience of Diploma and/or Higher Diploma level work. The Department is in the process of reviewing its work in General Art and Design. Applicants should therefore have experience in preparing and organising programmes of study for BTEC validation.

Salary will be in accordance with the Burnham FE Report on a Scale £15,455 - £17,253 per annum, starting point dependent upon qualifications and experience.

#### VISUAL COMMUNICATION DESIGN AND PRODUCTION (Grade II)

Applications are invited from suitably qualified people with substantial experience in design and professional practice. The Department offers Diploma and Advanced Diploma courses in Graphic Design, Photography and Audio Visual Design and Production and is housed in new purpose-built accommodation.

Salary will be in accordance with the Burnham FE Report on a Scale £14,135 - £16,933 per annum, starting point dependent upon qualifications and experience.

Application form and information package available from the Personnel Officer, Northbrook College, Design & Technology, Broadwater Road, Worthing, West Sussex, BN14 8JL, on receipt of a large stamped addressed envelope.

Closing date: 12 May 1987.

(17042)

**west sussex**

### PREPARATORY SCHOOLS

#### LONDON SWS

BLACKHEATH HIGH SCHOOL  
SCHOOL OF ARTS  
SCHOOL OF MUSIC

Required for September 1987.

A stimulating teacher for a JUNIOR class in an academic and creative department.

Burnham Scale plus Inner London Allowance.

Applications in writing together with C.V. and names of two referees to: The Headmaster, Blackheath High School, Weymouth Road, London SE3 0PP. (04439) 205624

#### LONDON SWS

Required September 1987, fully qualified and preferably experienced teacher to teach a class of boys ages 5 to 7 in I.A.P.S. School. Salary offered based on Baker proposal.

Apply in writing giving full career details and the names of two referees to: The Headmaster, Tower House School, 188 Kent Road, London SE2 0PP. (04439) 205624

#### LONDON SWS

THOMAS'S LONDON DAY SCHOOLS

1144 400 boys and girls from 5-16 years old and needs qualified energetic form teachers for the academic year 1987/88 in the following and other departments: (i) 5-7's (ii) 7-8's (iii) 8-9's. We are also looking for a PE specialist and specialist in French and Latin up to GCSE. If you think you can meet the challenge of this busy friendly independent school, contact Emma Hardy on 01-730 0366 or 04439 205624. Apply to The Headmaster, Thomas's, 19-17 Cedonia Gardens, London SW3 2JG (04333) 205624

### THURROCK TECHNICAL COLLEGE Woodview, Grays

#### DEAN OF STUDY (Head of Department Grade IV)

Required for 1st September 1987

The post encompasses responsibility for courses in the following areas: Y.T.S., J.T.S., Open College, Link Courses and Pre-Vocational Studies. In addition there will be a responsibility for the initial oversight of the College's J.T.S. Managing Agency.

The College, which has a matrix structure, has a team of five Deans each of whom has a responsibility for curriculum and course design, monitoring of quality, recruitment, marketing and pastoral care for those courses within their field. (Subject teaching teams are led by Heads of Schools). In addition Deans have a collective responsibility for the oversight of the College courses.

The Governors invite applications from graduates or professionally qualified candidates with teaching and significant organisational experience in F.E. Applicants should have a flexible and dynamic approach to the tasks of this rapidly changing field.

SALARY: £16,704 - £18,714 (plus Fringe Allowance). Application forms and further particulars may be obtained from the Principal to whom completed forms should be returned by Friday, 8 May 1987.



**ESSEX**  
County Council

### DEAN OF FACULTY OF BUSINESS AND MANAGEMENT STUDIES

(MOD Grade V) North Lincolnshire College

A suitable experienced and well qualified candidate is required for the above mentioned post which will be established on 1st September 1987 following the creation of the North Lincolnshire College.

The new college, which arises from the amalgamation of the Lincoln College of Technology with the Gainsborough College of Further Education and a major part of the Louth Further Education Centre, will operate on established sites in these three locations.

The Dean of Faculty will be responsible for the academic leadership of a faculty embracing a wide range of work which, although substantially in the NAFE sector, includes significant BTEC Higher and CMAA In-Service programmes.

Application forms and further particulars are available from the Principal Designate, c/o County Education Office, Newland, Lincoln LN1 1YQ. (Tel: 0522 852222). Completed forms to be returned by 8th May 1987. This is a re-advertisement and previous applicants will be reconsidered automatically.



**Lincolnshire**  
County Council

### THE TIMES EDUCATIONAL SUPPLEMENT 24.4.87

#### COLLEGES OF FURTHER AND TERTIARY EDUCATION

##### HEADS OF DEPARTMENT

**AVON COUNTY COUNCIL**  
CITY OF BATH COLLEGE OF EDUCATION  
DEPARTMENT OF GENERAL STUDIES  
Applications are invited for the post of Head of the Motor Vehicle Section. Candidates should have served a recognised apprenticeship and be qualified to level 1 City & Guilds Full Tech level. Preference will be given to those who have maintained contact with the motor trade and are members of a recognised institute. Salary: £15,455 to £17,253 p.a. (Burnham Scale III) (pay award pending) Point on scale according to qualifications and experience. Application forms available from the Principal, City of Bath College of Education, 11, Bath Road, Bath BA1 1JF. Tel: Bath (0433) 319191. Closing date: 8 May 1987. (0433) 319191

**SURREY**  
Required for September 1987. Two qualified teachers for Classrooms 1 and 2, in a small but expanding Junior Department. The Headmaster is an evangelist of the modern school and will welcome applications from teachers who would be most welcome. Apply with C.V. and names of two referees to: The Headmaster, 21 Normanton Road, South Croydon, Surrey CR0 1LH. (04439) 205624

**SURREY**  
Required for September 1987. Two vacancies in this independent C of E School for experienced class teachers for September 1987. (a) for a class of 9-10 or 10-11 year olds (middle dept.). A strong interest in Mathematics and Science and willingness to act as curriculum leader in this area are desirable. Scale 3 may be available for a candidate prepared to take on some extra responsibility. (b) for a class of 9-9 year olds (lower dept.). A willingness to play a full part in the life of the department is looked for. Scale 1. Apply at once to the Headmaster with curriculum vitae and names and addresses of two referees. (04439) 205624

**SURREY**  
HITCHIN GRAMMAR SCHOOL  
HMC 580 boys and girls aged 10-18 years.  
Required for September 1987. Two vacancies in this independent C of E School for experienced class teachers for September 1987. (a) for a class of 9-10 or 10-11 year olds (middle dept.). A strong interest in Mathematics and Science and willingness to act as curriculum leader in this area are desirable. Scale 3 may be available for a candidate prepared to take on some extra responsibility. (b) for a class of 9-9 year olds (lower dept.). A willingness to play a full part in the life of the department is looked for. Scale 1. Apply at once to the Headmaster with curriculum vitae and names and addresses of two referees. (04439) 205624

**CLEVELAND COUNTY COUNCIL**  
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General Education  
Special Needs  
Catering  
Community Care  
Community Education

The department has been at the centre of significant curriculum development and an imaginative and well-organised person is sought to fill this post.

Further details are available from the Principal, Cleveland Technical College, 11, Cleveland Road, Middlesbrough, Cleveland TS6 1JF. (0433) 319191. Closing date: 8 May 1987. (0433) 319191

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EDUCATION DEPARTMENT  
MEICHAEL DISTRICT  
MERTHYR TYDFIL  
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**WORCESTERSHIRE**  
BROMSGROVE LOWER SCHOOL  
Cobham House, Conway Road, Bromsgrove B60 2AD, Worcs. Tel: (0527) 71411. 280 pupils aged 8-13. Coeducational. Boarding and day. 100 attractive acres. Excellent facilities. Required for September 1987. Class teacher for 8 or 9 year olds. Ability to contribute to extra-curricular activities and to take on some extra responsibility. Salary: £15,455 to £17,253 p.a. (Burnham Scale III) (pay award pending) Point on scale according to qualifications and experience. Application forms available from the Principal, Bromsgrove Lower School, 11, Conway Road, Bromsgrove, Worcs. B60 2AD. Tel: (0527) 71411. Closing date: 8 May 1987. (0527) 71411

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### THE TIMES EDUCATIONAL SUPPLEMENT 24.4.87

#### COLLEGES OF FURTHER AND TERTIARY EDUCATION

##### HEADS OF DEPARTMENT

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**SURREY**  
HITCHIN GRAMMAR SCHOOL  
HMC 580 boys and girls aged 10-18 years.  
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## HAVERING TECHNICAL COLLEGE

Required for September 1987

LECTURER II  
ACCOUNTANCY/SYSTEMS

Could you communicate your professional skills to:

- Accountancy Students?
- Company Managers attending seminars?
- Non-Accounting Professionals adding financial management to their personal skills?
- Entrepreneurs about to engage in 'Start Up' businesses?
- School Leavers embarking on their first course of business studies?

Interested?

If you are a computer literate, qualified accountant with relevant business experience, for an informal discussion, please ring Deirdre Grant, Tel. No. 04024 55011 Ext. 2928.

LECTURER II  
MANAGEMENT STUDIES

To teach on an expanding short course and Certificate in Management Studies programmes.

Are you able to communicate effectively using participative approaches to developing skills? Are your strengths in the Systems/Information Management area? We offer the opportunity for you to rapidly develop your base of expertise with a highly professional team.

Applicants should have graduate and/or professional qualifications and relevant business experience.

For an informal discussion, ring Stan Felstead on 04024 55011 Ext. 2928.

LECTURER I  
SECRETARIAL & OFFICE STUDIES

Candidates should be able to offer a range of office skills, in particular Word and Information Processing. The ability to teach Commerce would also be an advantage. Preference will be given to applicants with Certificate in Education and/or recent industrial experience. The Department is looking for someone who is flexible and innovative.

Salary:

Lecturer I — £7,569 to £14,382 inclusive  
Lecturer II — £9,321 to £14,382 inclusive

For further details and application form for all the above posts please send a stamp to the Principal, Havering Technical College, Ardleigh Green Road, Hornchurch, Essex RM11 2LL.

Closing date for applications is 8th May 1987.

(12885)

## The Hertfordshire College of Building

St Peter's Road, St Albans

Hertfordshire AL1 3RX

Telephone: St Albans 64273

Required from 1st September 1987

## Senior Lecturer

In Quantity Surveying and Building Economics

To join a team involved in the teaching and development of professional courses in Quantity Surveying and Building Economics. Candidates should be Corporate Members of the Royal Institution of Chartered Surveyors.

Lecturer Grade II  
In Building Management and Construction Technology

To join a team involved in the teaching and development of professional courses in Building, Surveying and Services, together with Site Management and BTEC studies. Candidates should be Corporate Members of the Chartered Institute of Building or possess an equivalent qualification in a construction subject.

Lecturer Grade II  
In Building Services

To join a team involved in the teaching and development of professional courses in Services, Building and Surveying, together with BTEC studies. Candidates should be Corporate Members of the Chartered Institution of Building Services Engineers or possess a Higher National Diploma or Higher National Certificate with a Services bias.

Salaries will be based upon scales within the following ranges:  
Senior Lecturer £12615 - £15873 pa;  
Lecturer Grade II £8595 - £13856 pa, plus £282 pa outer fringe allowance in all cases.

Application forms, returnable by 8th May 1987, and further details may be obtained from the Principal. For an informal discussion, the Vice Principal may be contacted by telephone.

COLLEGES OF FURTHER  
AND TERTIARY EDUCATION  
CONTINUEDUXBRIDGE TECHNICAL  
COLLEGE

Park Road, Uxbridge, Middlesex UB8 1NQ

Principal: Mr T Hennagan

**TRAINING MANAGER** — Lecturer Grade II Scale. To organise and develop the work of a successful YTS Managing Agency for Small Firms, based at Uxbridge Technical College. Applicants are invited from suitably qualified candidates, preferably with experience of YTS and training management.

**ASSISTANT TRAINING MANAGER** — Lecturer Grade I Scale. To help the Training Manager to organise the work of the YTS Managing Agency for Small Firms based at the College. Applicants are invited from suitably qualified candidates interested in working with young people, employers and trainers.

**LECTURER GRADE II** — required to organise off-the-job training and work experience across the College and to teach in relevant subjects. Applications are invited from suitably qualified candidates, preferably with experience of YTS, off-the-job training and relevant areas of teaching.

## COMMUNITY STUDIES DEPARTMENT

**LECTURER GRADE II** — Hairdressing. To take responsibility for this new area of work including the management of a training salon.

## BUSINESS &amp; PROFESSIONAL STUDIES

**LECTURER GRADE I** — Business Studies. To contribute to the College's team work in BTEC National and First Award courses with additional work in economics — related options, Travel and Tourism Studies, Economic Geography or Structure of Business.

## COMMUNITY STUDIES DEPARTMENT

**LECTURER GRADE I** — Food Service & Related Subject. Required to teach on City and Guide 706 and 707 range of courses and assist in the development of a training restaurant.

**ALL APPLICANTS SHOULD BE SUITABLY QUALIFIED WITH RELEVANT INDUSTRIAL OR COMMERCIAL EXPERIENCE.**

**Salary Scale: Lecturer Grade I** — £8,843 — £11,885 per annum, the starting point depending on qualifications and experience. Plus Outer London Weighting.

**Lecturer Grade II** — £8,585 — £13,856 per annum, the starting point depending on qualifications and experience. Plus Outer London Weighting.

Application forms and further particulars from the Principal, Uxbridge Technical College, Park Road, Middlesex UB8 1NQ.

Closing date: 7th May, 1987.

(17084)

## NORTH DEVON COLLEGE

PRINCIPAL: D. TRUEMAN, B.Sc., F.B.I.M.

Applications are invited for the following posts to date from 1st September 1987.

Lecturer I in Retailing/  
Distribution

(Department of Business Studies)

To teach Retailing and Distribution on a range of business studies courses but principally for the Youth Training Scheme. The successful candidate may also be required to teach on BTEC courses at either First or National level. Applicants should have appropriate qualifications and relevant commercial experience.

Lecturer I in History/  
Geography

(Department of Humanities)

To teach History to 'A' level and Geography to GCSE level, with an interest in developing inter-disciplinary and inter-departmental courses. Candidates should have an appropriate degree and teaching qualification.

## Lecturer I in Computing

(Computer Centre)

To teach on a range of courses from A/AS Computer Science, BTEC Diplomas and Certificates to CGL 417 and 726. Graduate status is not essential but relevant experience (teaching/commercial/industrial) is important.

Lecturer I in CPVE  
subjects

(Department of Social and Community Studies)

A person with experience in developing curricular initiatives and an ability to offer expertise in health, social studies or work with the unemployed is required.

Salaries in accordance with the current Burnham FE regulations. Further details and application form can be obtained (S.A.E. please), from the Vice-Principal's Secretary, North Devon College, Old Budeleph Hill, Barnstaple, North Devon, EX31 2BQ.

The closing date for applications is 6th May.

(12881)

## EDUCATION DEPARTMENT

DUMFRIES AND GALLOWAY  
COLLEGE OF TECHNOLOGY  
DEPARTMENT OF THE BUILT  
ENVIRONMENT

Applications are invited from appropriately qualified persons with drive, initiative and commitment for the underlisted posts:

SENIOR LECTURER I IN TROWEL  
AND RELATED SKILLS

This post involves the supervision and organisation of aspects of the Trowel Skills Section of the Department as well as a lecturing commitment within its side range of CGL 417, SCOTVEC and TVEI Courses currently on offer or planned. Teacher Training is essential.

**Salary — Senior Lecturer I Scale — £9840 to £13,388.**

LECTURER B IN GRAPHS, DRAWING  
AND DESIGN

This post involves the teaching of graphics, drawing and design to students following a wide range of College Courses including the SCOTVEC Diploma in Art and Design.

**Salary — Lecturer B Scale — £9093 to £13,388.**

DUMFRIES  
& GALLOWAY

Dumfries &amp; Galloway Regional Council

Council Offices, Dumfries DG1 2DD

Telephone: (0387) 53141

Oxfordshire  
County Council

An Equal Opportunity Employer

## THE HENLEY COLLEGE

This new tertiary college, the first in Oxfordshire, will open in September 1987. The following posts offer an attractive opportunity to help to create a new College.

Lecturer II in Electronics and  
Systems Technology

Required to teach a wide range of courses including BTEC Diploma, GCSE courses and short courses for industry. Should be able to contribute to some of the following: BTEC Level III work in CAD/CAM, Robotics and Software Engineering. Good industrial and/or teaching experience required.

Lecturer II in Hairdressing and  
Allied Trades

To be responsible for FE and YTS Hairdressing and Beauty Courses. Good professional and teaching experience and qualifications required, including salon management at a senior level.

## Lecturer I in Sociology

A temporary post required for two terms, initially from 1 September 1987. Required to teach GCSE and A level courses.

**Salary: Lecturer I: £8,843 — £11,885**  
**Lecturer II: £8,585 — £13,856**

Please write for further details (enclosing a large A5 SAE please) to:

Mr. G.D.J. Phillips, Principal-designate,  
c/o South Oxfordshire Technical College,  
Deanfield Avenue, Henley-on-Thames, Oxon RG8 1NR  
(telephone 0491 873501).

Applications should be received by  
Wednesday, 13 May, 1987.

LONDON BOROUGH OF  
RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE

SCHOOL OF TECHNOLOGY

LECTURER I —  
COMPUTING

from 1st September 1987

**Current Salary Scale: £6843 — £11,865**  
**plus £726 Outer London Allowance.**

**Employers offer for 1st September 1987 £8000 — £14000**  
**plus £785 Outer London Allowance.**

The successful candidate will teach on a wide range of courses but particularly those related to computer literacy/information technology. Ability to offer computer programming would be an added advantage. This post may be of particular interest to either new graduates or computer teachers, not necessarily in Computing, who wish to enter the tertiary and expanding area.

Forms and further details (foolscap s.a.e.) from Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ, to be returned by 8th May 1987.

## ilea Working in Education

## Lecturers

**JOB SHARING.** Applications for job sharing will only be considered if submitted on a shared basis. Registered potential job sharers are maintained for:

Colleges by Karen Newbury, PSYCHO OPS, Room 438, The County Hall, London SE1 7PB.

**SALARY SCALES** are in accordance with Burnham (F.E.) award effective from 1st April 1986 and include an inner London allowance.

**Lecturer 1** on an incremental scale £7,569 — £14,382 with a starting point depending on qualifications, training and experience. Then to £13,737 — £14,768.

**Lecturer 2** £8,705 — £14,768. **Senior Lecturer** £13,725 — £15,920 (Bar £16,983).

**Principal Lecturer** £16,894 — £17,588 (Bar £18,688).

Application forms, together with further details, may be obtained from the Director of Education, Education Offices, 30 Edinburgh Road, London SW12 9JY. Tel: 01-628 4611.

Department of Business Studies

Senior Lecturer  
Business  
Education

Required as soon as possible as a Senior Lecturer to become an active member of the Department's Management Team with oversight of CPVE, BTEC First Award and GCSE courses. The post includes the organisation of departmental environment and entry procedures and a number of related duties. The person appointed should have a flexible approach to Business Education and be willing to adapt to meet the needs of the department.

Department of Continuing Education

Lecturer I  
Special  
Education  
Needs

The Department requires an experienced and enthusiastic teacher to act as course tutor for one of its Special Education Needs courses and to teach Core and/or vocational skills on these and on other courses in the department.

Candidates are asked to specify in their application course on which they could teach.

Application forms and further details may be obtained from the General Office (telephone 7357/7360). Completed forms must be returned by no later than 8th May 1987.

Inner London  
Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

COLLEGES OF FURTHER  
EDUCATION

continued

## DORSET

## COUNTY COUNCIL

Dorchester

Required 1 September. Lecturer 1 in General Studies with Special Curriculum and responsibilities for remedial work.

For details (see above) from Education Staffing Officer, Education Department, County Hall, Dorchester, to be returned to the Education Officer at HM Prison, Dorchester by 8 May 1987.

**Salary: £13,856 — £20,026**

## DORSET

HM Prison

Dorchester

Required 1 September. Lecturer 1 to teach Business and Economics. The successful candidate will be concerned with the organisation and supervision of Small Business courses.

**Salary: £13,856 — £20,026**

For further details and application forms send foolscap to the Education Staffing Officer, County Hall, Dorchester, to be returned to the Education Officer at HM Prison, Dorchester by 8 May 1987.

**Salary: £13,856 — £20,026**

**Salary: £13,856 — £20,026**

## HERTFORDSHIRE

NORTH HERTS COLLEGE

Leighton Buzzard

Required 1 September. Lecturer 1 to teach CGL 417 and 726. Graduate status is not essential but relevant experience (teaching/commercial/industrial) is important.

**Salary: £13,856 — £20,026**

For further details and application forms send foolscap to the Education Staffing Officer, County Hall, Dorchester, to be returned to the Education Officer at HM Prison, Dorchester by 8 May 1987.

**Salary: £13,856 — £20,026**

**Salary: £13,856 — £20,026**

RICHMOND  
UPON THAMES

LONDON BOROUGH OF

RICHMOND UPON THAMES

Required 1 September. Lecturer 1 to teach CGL 417 and 726. Graduate status is not essential but relevant experience (teaching/commercial/industrial) is important.

**Salary: £13,856 — £20,026**

For further details and application forms send foolscap to the Education Staffing Officer, County Hall, Dorchester, to be returned to the Education Officer at HM Prison, Dorchester by 8 May 1987.

**Salary: £13,856 — £20,026**

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LONDON BOROUGH OF  
RICHMOND UPON THAMES

(An equal opportunity employer)

EDUCATION COMMITTEE  
RICHMOND UPON THAMES COLLEGE  
SCHOOL OF GENERAL STUDIES

All salary scales shown are currently under review.

SENIOR LECTURER —  
BIOLOGICAL SCIENCES/  
HEALTH STUDIES

Salary scale: SL — £12615 — £14820

plus £726 Outer London Allowance.

Required from September 1st 1987, a Senior Lecturer in Biological Health Studies to be one of two, the other in Physical Sciences, to support the Head of Science Team, and to act as Co-ordinator for the College's CPVE programme. Applicants should be prepared to play a full role in the development of a wide programme of Health and Caring courses within the College and to prepare to teach on appropriate courses including 'A' level Biological Science. As CPVE Co-ordinator the successful applicant will also be responsible to a Dean of Study and Vice Principal for the work of 4 L1's in co-ordinating the cross-college CPVE programme. This is a challenging but rewarding post for which applicants should be well-qualified, experienced and committed.

LECTURER I — ENGLISH  
AND COMMUNICATIONS

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance.

Required from September 1987 as a result of promotions and increased enrolment 6 posts Lecturer I (one Temporary) in English and Communications. The English Team aims for the highest standards in all areas of the curriculum and is responsible for large numbers of students at 'A' level (3 syllabuses), A-S Level, GCSE, S Level and Oxbridge. It is also substantially involved in the delivery of vocational courses such as BTEC, CPVE, YTS, RSA, NINEB and is consolidating its ESUEFL provision. Applications are welcomed from well qualified, experienced and enthusiastic lecturers with an ability to specialise in the delivery of either communication and general skills or GCSE/GCSE courses or some combination of appropriate specialism.

LECTURER I — SPECIAL  
NEEDS

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance.

Required from September 1987 (two posts) in Special Needs to join a small and very successful team, which has responsibility for Special Needs across the college. Applicants should be appropriately qualified and able to work flexibly within the team in order to meet the needs of students across the whole range of mental, physical and emotional handicap including both moderate and severe learning difficulties. Responsibility for Special Needs is located within the English and Communications Team and an ability to teach on other College mainstream course would also be welcome.

LECTURER I — CHILD  
DEVELOPMENT/  
EDUCATION (NNEB)

Salary scale: £6843 — £11,865 plus Outer

London Allowance.

Required from September 1987 (two posts) in Child Development/Education in the NNEB course (Nursery Nursing). Applicants must be qualified and experienced Nursery Infant teachers, preferably with previous experience of teaching on an NNEB course. They should also be willing to teach on other college mainstream courses where relevant.

LECTURER I —  
CHEMISTRY (one  
permanent, one temporary)

Salary scale: £6843 — £11,865 plus Outer

London Allowance.

A well qualified Chemistry graduate with experience in teaching 'A' level Nuffield Chemistry. An interest in CPVE is essential. Industrial experience and/or an interest in computing would be considered an advantage.

## Lecturer I — BIOLOGY

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance

A well qualified Biology graduate with experience of teaching 'A' level Biology. An interest in pre-vocational courses and an ability to offer 'A' level Human Biology would be an advantage. Industrial experience and/or an interest in computing is also desirable.

## LECTURER I — PHYSICS

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance

A well qualified Physics graduate with experience of teaching 'A' level Physics. An interest in pre-vocational courses and an ability to offer 'A' level Human Physics would be an advantage. Industrial experience and/or an interest in computing is also desirable.

Salary scale: £6843 — £11,865 plus £726  
Outer London Allowance.

A well qualified Physics/Engineering graduate with experience of teaching 'A' level Physics and an ability to offer Electronics to A level. Industrial experience and/or an interest in contributing to pre-vocational courses would be considered an advantage.

LECTURER I —  
MATHEMATICS

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance.

Required from September 1st 1987 as a result of secondment and increased enrolment (up to 4 posts, one temporary in Numeracy) in Mathematics. The Mathematics Team is responsible for a variety of courses at 'A' level, AS Level, GCSE and Oxbridge in mathematics and Statistics as well as a substantial involvement in CPVE, YTS, BTEC and Numeracy courses. It is anticipated that one of the permanent posts will be for a specialist in Numeracy. Applicants should be well qualified, experienced and committed.

SCHOOL OF BUSINESS STUDIES  
AND HUMANITIESLECTURER I — IP AND  
OFFICE PROCEDURES

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance.

Required from 1st September 1987

We require a lively enthusiastic individual to help develop and organise the new electronic office planned for 1st September 1987. The successful candidate will be familiar with new technology especially VFP and IP. Some knowledge of BTEC, CPVE, TVEI or YTS would be advantageous. He/she should possess recent commercial experience, teaching experience and qualifications and the ability to develop skills through student centred learning. Applicants interested in developing this new role should apply for further details (foolscap s.a.e.) from Administrative Assistant (Personnel) Richmond upon Thames College, Egerton Road, Twickenham, TW2 7SJ to be returned by 8th May 1987.

LECTURER I IN  
CERAMICS (one year  
Appointment)

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance.

Required from 1st September 1987.

Candidates for this post must have a proven ability to teach from a diagnostic stand point and cover the basic skills/needs for general Art & Design students in their second year. An understanding of BTEC policy and the ability to teach in a team will be an advantage.

LECTURER I IN  
PHOTOGRAPHY

Salary scale: £6843 — £11,865 plus £726

Outer London Allowance.

Required from 1st September 1987.

Candidates for this post must have proven ability to teach across the breadth of practical photography and be able to teach theory. The College is looking for a photographer who has proven experience in a range of the following:



## Cleveland County Council

An equal opportunities employer

**KIRBY COLLEGE OF FURTHER EDUCATION**  
Roman Road, Linthorpe,  
Middlesbrough, Cleveland.  
Tel. (0642) 813706

### LECTURER GRADE II in TRAVEL & MEDIA STUDIES in the Department of Food and Fashion

Applications are invited for the above post from well qualified teachers with appropriate industrial experience.

The person appointed will contribute to the wide range of full and part-time courses which lead to examinations by City and Guilds of London Institute, Business Technician Education Council, and in particular to related pre-vocational, MSC and specialist non-examination courses.

The successful candidate will also be expected to undertake departmental administrative duties in addition to acting as section leader for Travel, Media and Visual Studies.

The Department is keen to recruit an experienced lecturer who is capable of teaching BTCC and ASTA approved courses, who is eager to develop professionally and prepared to accept full responsibility in an area of rapid curriculum change.

Salary: £8595 - £13,656

Closing date within 14 days of the appearance of this advertisement.

### LECTURER GRADE I in HAIRDRESSING

Applications are invited for the above post in the Department of Food and Fashion.

An experienced hairdresser with an innovative flair and styling ability is required to teach a range of full-time and part-time courses to Advanced Level.

Applicants must be professionally qualified, holding City and Guilds Advanced qualifications in Hairdressing together with first-class experience in the Hairdressing Industry. The ability to offer competition styling would be advantageous.

Teaching experience and/or qualifications are desirable although not essential.

Closing date within 14 days of the appearance of this advertisement.

### LECTURER GRADE I in SOCIAL SCIENCE/SOCIAL STUDIES in the Department of General Education

Applicants should be graduates and qualified teachers, able to teach Sociology and other Social Science subjects to G.C.E. 'A' and G.C.S.E. levels and Social Studies to a range of courses in Social Care.

Closing date 8th May, 1987.  
Application forms and further particulars for the above posts may be obtained from the Principal of the College, to whom completed applications should be returned. (17018)

## Can you promote training services in an employers' market?

As companies are subject to more intensive competition, effective training gains in importance.

It is important for us, too. The wide range of courses we provide, for individuals and bodies throughout both the public and private sectors, is an ever increasing proportion of the services we offer.

As a result of inspired and efficient marketing, we find we are able to provide services that perfectly match the needs of clients in our area, and thus to safeguard their survival in an aggressive economic atmosphere, as well as our own.

The MARKETING EXECUTIVE will be specifically responsible for promoting our services to key employers throughout the area: courses, consultancy services and conferences, covering everything from word processing to quality assurance.

Of course, you'll need to have an excellent knowledge of all the necessary techniques - gained probably in a marketing, training or vocational education background. We can't stress too highly, however, that the specific area in which you've gained your experience is less important than the potential to play a positive role in the future.

That means working within an efficient and committed team to ensure that our lecturers can provide the right courses, at the necessary high standard. It means negotiating successfully with company personnel at a high level, to gauge their objectives. And, of course, it means analyzing these objectives thoroughly, using computerized data bases where appropriate.

Most importantly, though it means directing your business sense and motivation towards a primary objective of your own: to ensure further increases in the substantial benefits our services provide - both for us and for our clients.

The salary is in the range £12,615 to £18,735 plus a Surrey allowance of £262. We'd also pay generous relocation expenses to help you settle into an area that must be one of the most pleasant working environments in the country.

If you'd like to find out more about the job, the college and growing role that marketing is playing in so many of its activities, please write to the Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey, GU1 1EZ.

Closing date: Monday 11th May 1987. (17119)

## COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

### SURREY EDUCATION COMMITTEE

Brooklands Technical College  
Heath Road, Weybridge, Surrey

#### College Marketing Co-ordinator - Senior Lecturer

to organize, co-ordinate and be responsible for College-wide marketing. To make some contribution to the teaching of an appropriate subject/course area. Appropriate experience and qualifications required.

#### DEPARTMENT OF GENERAL EDUCATION AND SCIENCE

##### Lecturer II - Languages

to act as Section Leader and teach at least two modern languages, preferably German and French, up to 'A' level. Appropriate qualifications/experience required.

##### DEPARTMENT OF PRODUCTION AND MECHANICAL ENGINEERING

##### Lecturer I - Mechanical Engineering

to teach BTCC and City and Guilds courses. Appropriate technical qualification and industrial experience required. Salary Scales: (all under review)

Senior Lecturer: £12,615 - £14,820 per annum

Lecturer II: £8,595 - £13,656 per annum

Lecturer I: £6,843 - £11,885 per annum plus £282 per annum London Fringe Area Allowance.

Commencing salary dependent upon qualifications and experience.

Generous relocation expenses in approved cases.

Further details and application forms from the Principal to be returned by TUESDAY 5 MAY 1987. (12863)

## LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

### RICHMOND UPON THAMES COLLEGE

#### LII/SL IN GRAPHIC DESIGN

Salary up to £17,500

(This represents the offer made in NJC and is subject to negotiation), plus £795 Outer London Allowance.

Required from 1st September 1987.

Candidates for this post should be well qualified and practising designers.

The post will be within the Graphics Section and the Successful Candidate will be expected to make a significant contribution to the development of the course curriculum for the BTCC HND course in Graphic Design.

The ability to teach typography and computer type setting would be a strong advantage. Candidates must be willing to take charge of a year group within the HND.

Candidates called for interview will be expected to present a high quality portfolio of their work which will in part state their core as to their suitability for this post.

Forms and further details (fool scap s.a.e.) from the Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middx TW2 7SJ, to be returned by 8th May 1987. (17067)

## Hampshire County Council

### SOUTHAMPTON TECHNICAL COLLEGE

Department of Humanities and Social Sciences.

Art: Lecturer II to take charge of Art education. This is a new post offering exciting opportunities to a well qualified, experienced Art teacher. (Post no. 870).

History and Government: Lecturer I to teach History and Government to all levels from O to A and A/S level. (Post no. 819).

Modern Languages: Lecturer I to teach French, possibly Spanish, from O to A and A/S level, and EFL to Cambridge Proficiency. (Post no. 889).

All posts are vacant from 1st September 1987.

Further details and application form available from The Principal, Southampton Technical College, St Mary Street, Southampton SO9 4WX, to whom completed applications should be returned by 8th May (enclose large s.a.e.).

This County pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities. (17121)

## REGIONAL COUNCIL

AN EQUAL OPPORTUNITY EMPLOYER

### EDUCATION COMMITTEE

#### GLENROTHES AND BUCKHAVEN TECHNICAL COLLEGE

#### DEPARTMENT OF BUSINESS STUDIES

#### SENIOR LECTURER III INDUSTRIAL STUDIES (DEPUTY HEAD OF DEPARTMENT)

##### RE-ADVERTISEMENT

Housed in a purpose-built Centre the Department provides an extensive range of short and certificate Post Experience courses, consultancy and a Small Business Support Service.

The successful applicant will lead an experienced and highly motivated team.

Excels in this leadership will require good academic qualifications (degree or equivalent), management skills, substantial industrial or commercial experience, a proven aptitude for creative course design and teaching skills of a high order. A teacher/training qualification essential.

Salary scale: Senior Lecturer III £14,463-£18,686 (under review 1 April 1987)

Previous applicants will be considered and need not re-apply.

#### SENIOR LECTURER I IN SECRETARIAL STUDIES

The successful applicant will be responsible for the supervision and development of the office training units and part of the day-to-day administration of courses based on modern office skills and practice. The teaching role will include a wide range of office skills, practical administration. An interest in flexible learning and subject development would be an advantage.

Candidates should be graduates or equivalent with recent teaching training experience and a relevant background in industry or commerce.

Salary Scale: £9,840-£13,388 (under review 1 April 1987)

Rented housing may be available in Glenrothes New Town if required.

Application forms may be obtained from the Director of Education, Regional Headquarters, Fife House, North Street, Glenrothes, Fife KY6 1JF. Completed forms should be returned not later than Friday 8th May 1987. (1702)

## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community

Unless otherwise stated, the following are required for 1st September, 1987, and the closing date is 7th May, 1987.

Application forms from/to the Principal at the respective College (SAE please).

Further Education.

LEYLAND RUNSHAW TERTIARY COLLEGE

Langdale Road, Leyland

SCALE L11 - MATHEMATICS - to head a section of Mathematics in the provision of a range of levels and courses, including GCE 'A' level, BTCC and Numeracy.

For further particulars and application forms, send a SAE to the Principal, Further Education, Leyland Runshaw Tertiary College, Leyland, Lancashire, PO13 1JF.

For completed forms, send a SAE to the Principal, Further Education, Leyland Runshaw Tertiary College, Leyland, Lancashire, PO13 1JF.

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## COLLEGES OF FURTHER EDUCATION

continued

### AVON COUNTY

Require the following posts from September 1st 1987:

Lecturer 1: Biology - particularly in the field of anatomy and on teaching of GCSE and 'A' level courses and serving vocational courses.

Lecturer 1: Office Studies - with particular reference to Business Applications of I.T.

Lecturer 1: Art and Design - to co-ordinate the activities of the School of Creative Arts and Design which covers GCSE and 'A' level work and a considerable input into Hair and Beauty, City and Guilds courses.

Lecturer 1: Theatre and Performing Arts - to assist in the development of this section of the Creative Arts and Design School in terms of college and commercial experience, a proven aptitude for creative course design and teaching skills of a high order. A teacher/training qualification essential.

Salary scale: Senior Lecturer III £14,463-£18,686 (under review 1 April 1987)

Previous applicants will be considered and need not re-apply.

For further particulars and application forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5JL. Tel: 0584 21301.

For completed forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5JL.

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For completed forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5JL.

## COLLEGES OF FURTHER EDUCATION

continued

### AVON COUNTY

Require the following posts from September 1st 1987:

Lecturer 1: Biology - particularly in the field of anatomy and on teaching of GCSE and 'A' level courses and serving vocational courses.

Lecturer 1: Office Studies - with particular reference to Business Applications of I.T.

Lecturer 1: Art and Design - to co-ordinate the activities of the School of Creative Arts and Design which covers GCSE and 'A' level work and a considerable input into Hair and Beauty, City and Guilds courses.

Lecturer 1: Theatre and Performing Arts - to assist in the development of this section of the Creative Arts and Design School in terms of college and commercial experience, a proven aptitude for creative course design and teaching skills of a high order. A teacher/training qualification essential.

Salary scale: Senior Lecturer III £14,463-£18,686 (under review 1 April 1987)

Previous applicants will be considered and need not re-apply.

For further particulars and application forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5JL. Tel: 0584 21301.

For completed forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5JL.

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For completed forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5JL.

For completed forms, send a SAE to the Principal, Further Education, Avon County, Nailsea, Somerset, TA24 5J



**PLEASE**

**MENTION  
THE  
T.E.S.**  
when replying  
to  
advertisements

**2 County Council**  
and Technology  
Norfolk PE30 2QW.  
Dixon

The Staffing Officer, Guildford College of Technology, Stoke Park, Guildford, Surrey GU1 1EZ.  
(Tel: 0483 31261 Ext. 203).

**CLOSING DATE FOR ALL POST**  
**MONDAY 11 MAY 1982**

Accounts, Information  
cessing to BTEC Nat  
level, (Business and Finance  
Application forms  
Further details from  
Principal, at the college  
Oxfordshire County C  
cil is an equal opportu  
employer. (04786) 29

... would be an ad  
salary scale:  
\$656 - Grade L  
... further info  
application form  
and SAE to the Pr  
xford County Co  
Equal Opportun  
... (05210)

Salary: \$8,595 to \$11,000  
Application form and  
particulars from  
Signal, Coled Howell  
Penlan, Brecon, Pow  
0874 8253. Closing  
applications: 5th Mar  
1982.

encouraged. An  
Opportunity Em-

Application form and details available from Principal, Chichester Technology, W. W. Chichester, P.O. Box 10512, N. S. 10512.

curriculum strengths in mathematics  
REF NO L/36.

**Abstract**

# Polytech

ppp















## ENGLISH TEACHERS FOR HONG KONG

The British Council has been asked to recruit for and to manage an exciting new English Language teaching project in Hong Kong.

Teachers are required for a two-year pilot project to help strengthen the teaching of English in Hong Kong secondary schools. If successful, the project is likely to be extended and expanded.

Hong Kong is a unique city, scenically and politically, and has a varied cosmopolitan life-style. It is also an excellent base for travel to China and around the Far East.

Contracts will be with The British Council and will be for two years from August 1987. Salaries are in the range of HK\$7,250 to HK\$14,000 per month (\$1 = HK\$2.6 approx.). Further benefits include return passage, baggage allowance, housing contribution, medical insurance scheme, and terminal gratuity or contribution to pension scheme.

### Qualifications

- First degree (English or Modern Language) plus PGCE.
- At least one year's teaching experience (except primary).
- Plus a TEFL qualification.
- Teachers must be native English speakers.
- Posts are open to single teachers or married couples without accompanying children.

### Further details

from Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA (telephone 01-499 8801 ext 3104 or 3325). The closing date for applications is 8 May.

Reference: 86A 253-346 T.



## SUDAN

KHARTOUM INTERNATIONAL HIGH SCHOOL  
(KHARTOUM SCHOOL TRUST LTD)  
KHARTOUM, SUDAN

Head Master, Upper School,  
E.M. Batchelor, M.A.

Headmistress, Lower School,  
H.M. Young, O.B.E.

A developing, coeducational English-medium School modelled on the English private school system leading to London O-Level examinations. The present roll is 160, ages 5-17. The class size is limited to about 20 pupils. Suitably qualified and experienced staff of either sex are required to fill the following vacancies as from 1st August, 1987:

1. Senior Teacher/Teacher of Chemistry with some Mathematics.
2. Senior Teacher/Teacher of Geography with some English or History.
3. Senior Teacher/Teacher of English.
4. Junior Teacher of English.
5. Teacher for 8-8 year-olds in the Lower School.

The post of Deputy Headmaster is vacant, applicants for posts 1, 2 and 3 may be considered for that appointment.

Terms include a salary component payable in US Dollars to appointees' account abroad, free furnished accommodation (hard furnishings), paid summer leave, free air passage annually, free outpatient treatment at a private nursing home, free tuition for up to two eligible children at the School. Contracts are for a two year period extendable. Placement on salary scales according to qualifications and experience. Senior appointments are normally on Grades 3-5.

Local basic salary components with annual increments for Grades 3-5 are: Sudanese 11056/11356, 8956/10835, 8856/9735, 7835/8635, 5956/7315 and 4358/5775 respectively.

Corresponding hard currency components for single, or married but unaccompanied teacher are US Dollars 4224/4764, 3960/4356, 3498/3894, 3036/3498, 2398/2626 and 1816/2310.

For married and accompanied teachers US Dollars 7326/7854, 6656/7280, 5874/6402, 4950/5610, 3957/4828 and 2995/3812.

Local salary is considered sufficient for comfortable living at present.

For further particulars please send large s.a.e. to Headmaster/Headmistress, Khartoum International High School, c/o Box No. 00893, T.E.S. Priory House, St John's Lane, London EC1M 4BX. Applications in duplicate with c.v. and names and addresses of three referees by letter to the same address within two weeks of the date of this advertisement. Interview in London in first half of May.

(14387)

## OVERSEAS POSTS

### SWEDEN

INTERNATIONAL LANGUAGE SERVICES. TEACHING POSITIONS. STARTING SEPTEMBER 1987. TEFL in Sweden. Posts are of 2 types. Type A involves ESP, Company and Cambridge courses. Applicants must have a minimum of 2 years previous full-time TEFL experience and the full RSA TEFL Diploma or equivalent. Type B involves the teaching of General English to adults, with some work in state schools. Candidates must have qualified teacher status in the UK or a Degree and a UK TEFL qualification. Applicants for both types of post must be British and aged between 22 and 40. For further information and application form send a stamped addressed envelope to International Language Services, 14 Rolleston Street, Salisbury SP1 1ED. 460000 (05276)

### SWITZERLAND

THE INTERNATIONAL SCHOOL OF GENEVA. Posts as of 1st September, 1987. 1.0 A full-time Teacher of English to teach English throughout the secondary school (Grades 7-13). She/he will ideally have experience in teaching the International Baccalaureate and an interest in drama and/or student publications. 2.2 A full-time Teacher of E.S.L. in addition to teaching responsible for the English as a Second Language (ESL) programme (K-13). Previous experience in teaching disabled E.S.L. children would be an advantage. 3.2 Primary Class Teacher. Candidates must be able to assist with physical education and coach football. Interest in social studies, drama and computer education necessary. Ability to speak French would be an asset. Interested candidates are asked to apply mentioning the reference of the post to the Director General's Office, International School of Geneva, 62 route de Chêne, 1208 Geneva (Switzerland). (31636) 460000

### SWITZERLAND

ST. GEORGE'S SCHOOL. British International School for girls has the following vacancies from September 1987. 1. Teacher of Art and Art History up to 10th level. 2. Teacher of E.F.L. together with subsidiary English in the sixth forms. Only experienced and fully qualified graduates need apply giving full C.V. and addresses and telephone numbers of at least three referees. Interviews in London in May. Apply: The Principal, St. George's School, Chiers-Montreux, (04588) 460000

### TURKEY

EFL TEACHERS. Ref. accommodation. Medical cover. Travel Expenses. Attractive local salary. Send C.V. and photo to: Diko English Centre P.O. Box 33 Kadikoy/Istanbul, Turkey. (04335) 460000

### TURKEY

English teachers with TEFL required for a language school in Istanbul. Applications are invited from qualified teachers for September 1987. Written applications with C.V. and a recent photo to: C.Y.O.C. Quoddu sokak 48, Merter-Istanbul, Turkey. (04584) 460000

### UNITED ARAB EMIRATES

INTERNATIONAL SCHOOL OF CHOUFIAT. Abu Dhabi. The school is multinational, and takes pupils from age 3 to 18. Applications are invited from qualified teachers for September 1987. 1. Physical Education. 2. Art (up to 10th level). 3. Renewable one year contract includes air conditioned accommodation, annual summer leave with air ticket to London. No tax. Letter of application with c.v. references and a recent photograph should be submitted to the Registrar, International School of Choufiat, P.O. Box 7812, Abu Dhabi, United Arab Emirates. (04511) 460000

## Administration Local Education Authority

### BERKSHIRE

ROYAL COUNTY OF BERKSHIRE. TEACHER CAREERS OFFICER. 22.4.87 to 26.4.87 during training. Applications are invited from graduates with appropriate qualifications and working experience for this training post. The appointee will be seconded on salary to a one year course leading to a Diploma in Careers Guidance. Preference will be given to candidates: (a) who already have an offer of a place on a course of training commencing in August 1987; and (b) who have at least 2 years experience in a relevant area. Upon successful completion of the training course the salary scale will be £7,158 per annum. For further details and application forms send SAE to: Director of Education (C), Shire Hall, Sharnfield Park, Reading RG2 9XE. Closing date: 11th May.

## METROPOLITAN BOROUGH OF WOLVERHAMPTON

## DIRECTOR OF EDUCATION

£27,270-£29,994  
EDUCATION FOR CHANGE

Applications are invited for the above appointment which will become vacant on 31 December 1987 on the retirement of the present Director, Mr Peter Harris. It is proposed that the new Director will take up his/her appointment with effect from 1 September 1987.

The person appointed will be responsible for a department covering a full range of education services. In addition to its Polytechnic and schools, Wolverhampton has a strong commitment to the development of post-16 education through comprehensive, open-access, tertiary colleges. The prototype college was opened in Bilston in 1984.

He/she will be expected during this first four months to work with the present Director in implementing organisational and structural proposals arising from a full review recently undertaken of the Education Service. Subsequently the newly appointed Director will be expected to play a leading role in shaping policies, managing change and developing new approaches to delivering education in a multi cultural community. Wolverhampton is simultaneously developing a specialised and self-contained Youth Affairs Unit, whose relationship with the Education Department will be crucial to its success.

Applicants should be well qualified with substantial management and administrative experience preferably but not necessarily, in an education service, and be able to demonstrate an ability to communicate effectively and to contribute fully to the corporate management of the Authority as a member of the Management Team.

Application forms and further details from the Controller of Personnel and Management Services, Civic Centre, St Peter's Square, Wolverhampton. Telephone 0902-27811, extension 2136 to whom they should be returned by 15 May 1987.

Wolverhampton Borough Council is an Equal Opportunity Employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or national origin, colour, age (up to 65 years), disability, sexual orientation or responsibility for dependants.

## WOLVERHAMPTON

the pace setter

## COUNTY INSET CO-ORDINATORS

Secondary and Special (Post 004451)  
Primary (Post 004452)  
Soulbury Headteacher Group 8:  
£16785 - £18273

Applications are invited for the posts of county INSET Coordinators. The role of the coordinator will be to assist the Senior Adviser (INSET) and the appropriate senior phase advisers in all aspects of the planning, management, implementation and evaluation of the County's INSET programme. An important part of the role will be that concerned with the application of the County's policy of encouraging all schools to prepare an institutional INSET plan as part of a comprehensive staff development policy. The coordinators will also have an important part to play in constructing the annual County INSET plan required by the DES. This will involve involvement servicing the various consultative and management groups. The post offers a challenging and exciting opportunity to make a major contribution to in-service training in an Authority in the forefront of developments in this field.

Applicants should have had senior management experience in schools and some significant involvement in the planning, management, presentation, and evaluation of in-service training for teachers. The post will be based initially in Hull. Local Government conditions of service will apply.

The closing date is 8 May 1987 and interviews will be held on 21 May 1987.

To obtain an application form and further details please write enclosing a stamped addressed envelope to the Director of Education, Staffing Section, County Hall, Beverley, North Humberside HU17 9BA. Humberside County Council is an Equal Opportunity employer. (17018)

## HUMBERSIDE COUNTY COUNCIL

## ADMINISTRATION

### L.E.A.

## Continued

## General Advisers

Burnham Head Teacher Group 10 (Soulbury)  
Salary: £19,260 - £20,766 plus £728 London Weighting

The General Advisers would be members of a strong committed and hardworking team of advisers, giving leadership and inspiration in their specialised fields as well as being assigned to a small group of schools in relation to general educational issues.

### 1. GENERAL ADVISER - MODERN LANGUAGES

Applications are invited from well qualified and experienced teachers and lecturers who hold senior posts in schools, colleges or are advisers. She/he will be qualified in a major European language. Besides responsibility for modern languages the person appointed will have oversight of an extensive and successful Community Language Service.

### 2. GENERAL ADVISER - MULTICULTURAL EDUCATION

This is a new post to start on 1 September 1987 with exciting prospects in a multicultural Borough with a proud record of good educational provision. There is a small team of multicultural advisory staff working to a committee overseeing multicultural development. A clearer focus is now required to take the education service forward in its equal opportunities policies.

Application forms from Director of Education, Civic Centre, Lampton Road, Hounslow, Middlesex TW3 4DN. Tel. 01-570 7728, ext 3821. Closing date 12 May 1987. (12684)

## Hounslow

An Equal Opportunity Employer

### Education

## General Inspector (Secondary Phase)

£18,075-£19,587 p.a.

Vacant from 1 September. The successful post-holder will be encouraged to develop strategies which review practice and both challenge and support teachers. This will involve working closely with other colleagues (at all levels in the service) in a range of inspectional, professional and curriculum development tasks. The successful candidate (male or female) will have significant and relevant teaching experience at a senior level and will, from a broad base of skills and understanding, contribute fully to this comprehensive programme as it relates to secondary education. Relocation expenses where appropriate.

Application forms and further details are available from the Chief Education Officer at County Hall. Please include a large stamped (32p) addressed envelope (31cm x 25cm). Closing date 8 May. Please quote ref. A16/145.

An Equal Opportunity Employer.



Nottinghamshire  
County Council  
County Hall, West Bridgford  
Nottingham NG2 7QP

## Careers Officer

Applications are invited from qualified and experienced applicants for Career Officer posts in Berkshire. Applications from candidates completing DCG courses in summer 87 will also be considered. Berkshire is a progressive service using modern technology in one of the most rapidly developing areas in the UK.

Salary scales for fully qualified careers officers: £8,351-£9,216 (Probationer careers officers with Part 1 of the Diploma £7,311-£9,216 with accelerated promotion to Scale 5 on satisfactory completion of the probationary year). Car allowances and assistance with removal expenses available. The immediate vacancy is based in the Maidenhead/Windsor area but other vacancies are anticipated.

Full particulars and applications forms (send SAE) to: Director of Education (C), Shire Hall, Sharnfield Park, Reading RG2 9XE. Closing date 11th May.

An Equal Opportunity Employer

## Royal County of Berkshire



Ealing is creating a new team to implement the Council's commitment to sexual equality in education with particular emphasis on equal opportunities for girls and women. A further post within the team needs to be filled and applications are therefore sought for the following:

## ADVISORY TEACHER, (EQUAL OPPORTUNITIES) (GENDER)

(£11,643 - £15,261  
Including London Weighting)

The successful candidate will assist with a range of in-service work and the development of materials to facilitate anti-sexist and anti-racist approaches in all educational establishments. Significant and senior experience in primary education will be sought in addition to evidence of the successful implementation of equal opportunities approaches.

Relocation expenses payable subject to conditions.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

Further details and application forms (SAE) are available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, Ealing W5 5SU.

Completed application forms must be returned by 8 May 1987. (17051)

### Education Department

The following posts are required within the County Inspectorate. The successful candidates will be expected to take up appointment on 1st September 1987.

## Senior County Inspector Secondary Education

Currently £19,260 - £20,766  
(Soulbury Scale equivalent to Burnham H.T. Group 10)

Applicants will be expected to show substantial and recent school experience, including senior responsibility in the secondary sector.

## General County Inspectors (two posts)

Currently £16,785 - £18,273  
(Soulbury Scale equivalent to Burnham H.T. Group 8)

Physical Education

The post is one of two P.E. Inspectors. Applicants will be expected to show sound and relevant school experience in all aspects of physical education, especially related to girls' physical education including dance, within a Local Education Authority.

## Primary Education

Applicants will be expected to show substantial recent school experience at a senior level.

All the above posts are based at Worcester and will be responsible to the Principal County Inspector. The ability to motivate and a willingness to work with a wide range of colleagues within a Local Educational Authority will be required.

Informal enquiries about these posts can be made to Mr D J Haworth, Principal County Inspector. Tel. Worcester 353366, Ext. 3430.

Application forms and further details can be obtained from the County Education Officer, (Ref. PER/JPM), Castle Street, Worcester WR1 3AG. Tel. Worcester 353308, Ext. 3355. Closing date for applications is 8th May 1987. (17024)

## Hereford and Worcester County Council

## Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

## DISTRICT CAREERS OFFICER

Salary: PO 34-37 £12,297 to £13,260 per annum

Required in the District of Burnley, Lancashire.

Applications for this senior post invited from Careers Officers who have substantial and relevant experience and who possess the Diploma in Careers Guidance and are of graduate or equivalent status. The person appointed will have management responsibility for the successful operation of the Careers Service within the Burnley District in accordance with the Careers Service Policy Statement.

Application form and details from Chief Education Officer, Education Department, PO Box 81, County Hall, Preston PR1 8RJ, quoting Ref: A1190/1/PJ. (SAE please).

Closing date: 12th May, 1987. (12851)











